

THE ILLINOIS STATE
NORMAL UNIVERSITY
NORMAL ILLINOIS

THE NORMAL SCHOOL QUARTERLY

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July, 1906

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*Forty-nint
Year*

CONTAINING THE
ANNUAL CATALOG
COURSE OF STUDY
————— AND —————
ANNOUNCEMENTS FOR
1906-07

ACADEMIC YEAR ENDING AUGUST THIRTY-FIRST
ONE THOUSAND NINE HUNDRED SIX

*Illinois
State
Reformatory
Print.*

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BEN C. MOORE
Arithmetic.
HERBERT EUGENE GRIFFITH, B. S.,
CLARENCE ELMER DEBUTTS, A. M.,
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Physical Science.
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Latin and Rhetoric.

Calendar.

for

1906

1907

The school year of forty-eight weeks is divided into three terms of twelve weeks each, and two summer terms of six weeks each.

Summer Session, 1906.

JUNE 11—First Term begins.

JULY 23—Second Term begins.

AUGUST 31—Second Term ends.

Fall Term, 1906.

SEPTEMBER 3—Opening of Training School.

SEPTEMBER 10—Fall Term begins.

NOVEMBER 30—Fall Term ends.

Winter Term, 1906-07.

DECEMBER 3—Winter Term begins.

DECEMBER 19—Semi-annual Meeting of the Board of Education.

DECEMBER 21—Annual Contest of Literary Societies.

DECEMBER 22—Recess of two weeks.

JANUARY 6, 1907—Winter Term resumes.

MARCH 2—Annual Contest in Oratory.

MARCH 8—End of Winter Term.

Vacation of nine days.

Spring Term, 1907.

MARCH 18—Spring Term begins.

JUNE 5—Annual Meeting of the Board of Education.

JUNE 5—Annual Meeting of the Alumni.

JUNE 6—Annual Commencement Exercises.

Summer Session, 1907.

JUNE 10—First Summer Term begins.

JULY 22—Second Summer Term begins.

AUGUST 30—Second Summer Term ends.

SEPTEMBER 9—Beginning of Fall Term of year 1907-08.

❖❖	THE ILLINOIS STATE NORMAL UNIVERSITY	❖❖
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WAS ESTABLISHED by the General Assembly in 1857 to prepare teachers for the schools of Illinois. It is located at Normal, a town of nearly 4,000 people, at the intersection of the Chicago & Alton and Illinois Central railroads. The situation is healthful; the town is provided with excellent water, sewers, gas and electric lights. Normal is a very desirable place of residence for people who value educational advantages. The charter provides that intoxicating liquors shall never be sold within the limits of the town. Electric railway, cars ever ten minutes, connects Normal with Bloomington, two miles to the south.

Material Equipment

The Normal School is commodiously housed in three buildings. The oldest contains three stories and a basement. It is about 100 by 160 feet. It is built of brick and cost originally about \$120,000. The basement contains the cloak rooms, the shop for manual training, a biological laboratory and several store rooms. On the first floor are the offices, two spacious rooms for drawing classes, and five class rooms. On the second floor are the main assembly room and eight class rooms. On the third floor are the halls and parlors of the literary societies and a large auditorium.

The Gymnasium building is 100 by 125 feet and contains on the first floor the gymnasium, baths, dressing rooms and toilet rooms; on the second floor the library and reading room; on the third floor the three science laboratories, work shops and museum.

The Training School building is a substantial brick structure of two stories and a basement. The basement contains three large play rooms. On the first floor is the office of the supervisor, the kindergarten and four schoolrooms, each having a seating capacity of forty pupils. On the second floor there is a room for the grammar grades, with a seating capacity of 100. In addition to this there are eight recitation rooms, each sufficiently large to accommodate a class of twenty-five.

Annual Catalog and Course of Study The physical and chemical laboratories have recently been supplied with modern equipment and a good stock of new apparatus. The museum contains a choice collection of specimens, with a large number of duplicates for class use. The science department is furnished with an excellent stereopticon, a good supply of microscopes, and field glasses, a manikin, anatomical models and preparations and other needful equipment for the study of physiology and biology.

The Manual Training Shop contains an electric motor with lathe and band saw, and twenty Toles benches with full equipment of hand tools for wood workers.

The geographical equipment includes relief models of the United States and Europe, a complete set of Sydow-Habenicht relief maps, charts of the United States topographic, coast, and geodetic surveys, a collection of rocks, minerals and other specimens and a large collection of pictures relating to this subject including several thousand stereographs and stereopticon slides.

A school garden of two and one-fourth acres, and spacious greenhouse in the care of an experienced gardener, affords excellent facilities for experiments and instruction in horticulture and floriculture.

The well-shaded campus of fifty-six acres contains over one hundred species of trees. Its open spaces afford abundant room for tennis and other athletic sports.

There is a valuable reference and circulating library of 17,000 bound volumes and 9,000 pamphlets. This collection is especially rich in juvenile books and in the literature of education. The books have been carefully selected and catalogued and now constitute a very complete working library.

Students are allowed the free use of the reading room and may draw out books without charge. The department is open eight and one-fourth hours of every school day and four hours on Saturday and during vacations. The librarian and assistant are always in attendance. The privilege of access to the shelves has been established and the librarian gives instruction on the use of the library in a set of informal talks and practical lessons. It is the aim of the teachers and librarian to help the students to cultivate a familiarity with good literature and with the use of books, and to give them the best possible assistance in doing their reference work.

Student Organizations

LITERARY SOCIETIES.

There are five literary societies connected with the school—the Wrightonian, the Philadelphian, the Ciceronian, the Sapphonian and the Girls' Debating Club. These are in flourishing condition, and afford abundant practice in oratory, debate, essay writing and parliamentary usage. These societies have well furnished rooms set aside for their use.

CHRISTIAN ASSOCIATIONS.

*Illinois
State
Normal
University*

New students will receive a hearty welcome to the Young Men's and Young Women's Christian Associations of the Normal School. These organizations are vigorous and active, and seek earnestly to promote the spiritual welfare of the students. While they are separate organizations, union meetings are regularly held.

ORATORICAL ASSOCIATION.

The purpose of this association is the cultivation of oratory and declamation. The winners of the annual contest in oratory and declamation receive the Richard Edwards medals, established in honor of the second president of the institution. The successful contestant in oratory represents this institution in the contest held in April of each year under the direction of the State League of Normal Schools.

THE LECTURE ASSOCIATION.

Three members of the faculty, four students, the pastors of the various churches in Normal and the city superintendent of schools constitute a lecture board, to provide a course of high-class lectures and concerts at low cost. The active management of the course is in the hands of the student members. During 1905-06 seven lectures and concerts were given for one dollar.

This course for 1906-07 includes Whitney Brothers Quartet, the Venetian Band, President Frost of Berea College, and President King of Oberlin. Other numbers will be added.

STUDENTS' GLEE CLUBS.

A number of the students have organized glee clubs, one for men, the other for women, which meet twice each week for practice in sight singing and the study of good music. A students' orchestra meets twice per week for regular practice. The organizations are under the direction of the teacher of music.

THE ATHLETIC ASSOCIATION.

This organization has general control of all student athletics in conjunction with the director of the gymnasium.

STUDENT PUBLICATIONS.

The VIDETTE is a 32-page monthly filled with local news, alumni notes and practical and interesting matter on school topics contributed by faculty and students. The best literary productions of the school find a place in its columns. During 1906-07 the Vidette will be published weekly.

The INDEX, published annually by the senior class, contains detailed information in regard to the various student organizations, group portraits of contest teams, glee clubs, officers, committees, etc. Aiming especially to present the gayer features of student life, it becomes a chronicle of the humorous happenings of the year.

Expenses

Tuition is free to all who are preparing to teach in the schools of Illinois. An incidental fee of two dollars per term is charged all students except those holding township scholarships under the provisions of the Lindley act. For each summer term of six weeks the fee is one dollar. Students from other states than Illinois, and students not preparing to teach are charged an additional tuition fee of ten dollars per term for the long terms. If within five years such student teaches an equivalent time in Illinois, the tuition is refunded.

Most of the students board in clubs at from \$2.50 to \$2.75 per week. Good furnished rooms, large enough for two persons, rent at from \$5.00 to \$8.00 per month. Rooms with board in private families may be had at from \$3.50 to \$4.00 per week. Good rooms and excellent boarding places are abundant. Arrangements can be made better after arriving in Normal than by letter.

The Normal School does not sell or rent text-books. The total cost of books and stationery need not exceed fifteen dollars per year. Students are advised to bring with them such books as they may have, but not to purchase others until they arrive in Normal.

Railroads

Students arriving on the Illinois Central railroad or on the Chicago & Alton railway should check their baggage to Normal. Students coming to Bloomington on the Big Four or Lake Erie & Western may check their baggage to the *Union Station* in Bloomington, then re-check over the Chicago & Alton to Normal. Students coming to Bloomington on the limited trains of the Chicago & Alton, on the Big Four or Lake Erie & Western may reach Normal by street cars. The fee for delivering trunks from the Normal station is twenty-five cents; from Bloomington fifty to seventy-five cents.

The Summer Session

The Normal School provides two Summer terms of six weeks each for active teachers and for students who wish to continue their studies during the summer. The programs consist chiefly of the regular courses in the various subjects. The daily program is so arranged that the student recites twice per day in the same subject, thus completing a regular twelve-week course in six weeks. The primary departments of the training school are in session, affording model lessons for observation and discussion. Especial prominence is given to music, drawing, construction work, modeling, manual training, to the natural sciences and to the common branches as outlined in the Illinois State Course of Study. Credit is given for all satisfactory work and recorded on the books of the institution. A special summer school announcement is issued in March.

Trained Teachers

*Illinois
State
Normal
University*

Thoroughly trained teachers are in demand in all the best schools of Illinois. Many boards of education will employ no others. There is a rapidly increasing demand upon the normal schools for such teachers. To meet this demand more effectively the Illinois State University maintains a teachers' bureau whose purposes are to secure for its students, free of cost, suitable positions, and to aid school officers in selecting efficient teachers. Students as a rule do not expect employment without a personal visit; it is hoped that the expense of such visit may be avoided unless there is some prospect of employment.

Aid to Students

To assist worthy students in completing their course of study the Alumni and Faculty have created a Students' Loan Fund, from which students in their senior year may borrow at a low rate of interest a sum not to exceed one hundred dollars.

Advanced Standing at State University

Graduates of this institution are regularly admitted to junior standing in the University of Illinois. Students who wish to prepare for teaching in such city high-schools as require university graduation of their teachers, if already qualified to enter the freshman class at the university, may profitably spend the first two years in the careful professional training that the normal school affords.

The Normal School Quarterly

The Normal School publishes quarterly for free distribution a series of educational studies prepared by the faculty. Any teacher in the public schools of Illinois will receive the quarterly regularly upon application. The numbers already issued are:

1. Faulty Articulation and Exercises for its Correction.
2. Agriculture and Horticulture in the Rural Schools.
3. The Tariff Question in American History.
4. Shakespeare in the High School.
5. The Formation and Care of School Libraries.
6. Suggestions on the Teaching of History in the Grades.
7. Manual Training in the Schools.
8. The School Excursion and the School Museum in the Teaching of Geography.
9. Nature Study in its Practical Bearings.
10. The Manual Arts.
11. Our Money History.

Conditions of Admission

Students are admitted to the Normal Department upon presentation of the following evidences of scholarship:

1. A high school or college diploma.
2. A teacher's certificate.
3. A certificate of attendance at another state normal school.
4. A township scholarship under the Lindley act. This act provides for an annual examination in each township adapted to graduates of the eighth grade. The candidate making the highest average in his township is awarded by the State Superintendent of Public Instruction a scholarship good for four years at any state normal school.

Persons not provided with the foregoing credentials may arrange for admission by correspondence with the president. In doubtful cases an examination in the common branches will be given by the faculty.

For candidates for admission not found qualified to enter the normal department, is provided a preparatory or sub-normal class, whose work covers the elements of the branches required for admission. Only prospective normal students may enter this class. Tuition is eight dollars per term.

Young men to enter the normal department must be at least seventeen years of age; young women sixteen.

For holders of township scholarships not old enough to enter the normal department, and for students not intending to teach is provided an academic course similar to that provided by the best high schools. Students to enter this course must be at least fourteen years of age, and proficient in the work of the eighth school year as outlined in the State Course of Study. A further description is given on page 24.

Candidates for admission to any department are required to present evidence of good character.

To obtain free tuition, students who are not holders of township scholarships are required to sign a declaration of their intention to devote themselves to teaching in the public schools of Illinois for as long a period as they attend the Normal School.

Students are assigned to the various sections of the entering class, Section F, Section I or Section L, as defined on page 15, on the basis of previous preparation. Correspondence is invited in all cases which the general rules do not cover.

Students may enter at any time, provided they are competent to take up the work then in progress. It is better to enter at the beginning of a term. Classes are provided each term for students beginning the course of study.

Accredited High Schools

Graduates of high schools with four year courses accredited to the University of Illinois are admitted to Section F, and a course of study leading to graduation in two years, if their high school course, as attested by certificate of the principal, has included the work stated below, and provided that the work of the high school in these branches is accepted at the University of Illinois.

ALGEBRA—At least one year's work, including quadratics.

GEOMETRY—One year's work, including all of plane geometry as treated in such text-books as Wentworth.

PHYSICS—One year's work, including laboratory practice.

CHEMISTRY—One half year's work.

ZOOLOGY—One half year's work.

BOTANY—One half year's work.

PHYSIOLOGY—One half year's work.

PHYSICAL GEOGRAPHY—One half year's work.

CIVIL GOVERNMENT (of the United States and of Illinois)—One half year's work.

GENERAL HISTORY—One year's work; Myers' General History or its equivalent.

LITERATURE—Daily practice in composition for one year or its equivalent. Elementary instruction in the principles of rhetoric, and at least two years' work with daily recitations in study of complete masterpieces in prose and poetry.

The work stated above is the minimum in each branch. It is expected that each student shall have done more work in some of the subjects.

Students of such high schools not having completed all the work described above will be admitted to Section F in all branches in which they comply with the conditions stated above. The omitted courses may be taken in the regular normal classes in such subjects.

If students admitted to Section F are not able to write well with ease and speed, or read distinctly with good expression, extra courses in reading and penmanship must be taken soon after entering.

College Graduates

For college and university graduates and graduates of other state normal schools are provided special lines of professional reading and investigation in addition to, or in lieu of, a portion of the standard program. In no case is the diploma of the institution granted for less than one year of resident work.

Examinations for Advanced Standing

To students pursuing any of the four forms of the course outlined on pages 17-20 an opportunity is given to pass by examination any study in the program without taking the same in class.

Credit for Work in Other Institutions

For all work done in other state normal schools and in the University of Illinois, credit is given so far as such work is equivalent to our own courses. Credit for work done in other higher institutions is granted upon adequate proof that such work is a satisfactory substitute for courses offered here.

Special Students

Teachers of maturity and experience may be admitted as special students, and are permitted to take up any work for which they are prepared. They may not, however, be permitted to teach in the training school until they have had preliminary courses in general pedagogy.

Organization of the School

The two purposes of the normal student are to learn the science of education, and to acquire the art of teaching by practice under intelligent direction. Hence there are two departments of the Normal School, the Normal Department, giving instruction in theory, and the Training Department, where the theories expounded are embodied in practice.

In the Normal Department there are two general lines of study.

1. Special Method, in which the subject matter of each of the various branches is organized with regard to its own inner relations, and also with regard to the interests and aptitudes of the child.

2. General Method, which governs all learning and teaching.

This work begins with the careful study of the process of teaching particular lessons as recalled from the student's own experience or as observed in the Training School. It then passes to the more formal study of psychology and the laws of mental growth. Lastly, it undertakes to unify all the activities of the school by showing their relation to the purpose of education. These three stages are named in this school:

- (a.) The study of the Teaching Process.
- (b.) The study of Psychology and General Method.
- (c.) The Philosophy of Education.

The Training School is in part a model school to exemplify for observation and study the theory of the Normal Department. To this end the training teachers give frequent model lessons or "critiques" as a basis for observation and discussion. The teachers of the various branches in the Normal Department visit daily the training school classes in their respective subjects to see that their instruction has been effective.

Its second function is to test the scholastic acquirements and the personal power of student teachers and to develop in them correct habits in teaching and management. The work required involves the preparation of lesson plans, class instruction, direction of study periods and the management of a school room under the immediate supervision of expert training teachers.

The Training School embraces a kindergarten of forty children and an elementary school of eight grades containing 300 pupils. Teachers of maturity and especial fitness are given an opportunity to teach high school classes.

The Course of Instruction

The Normal School requires for its courses a good degree of maturity and scholarship, quite as much as that attained by graduates of our best high schools with four-year courses. Accordingly the standard two-year program of the Normal School is planned for students of such preparation. Besides this standard program three other forms of the program are regularly taught to supply the needs of that large body of students whose preparation is not up to the standard named above. In the standard program twenty-five credits are required for graduation. By a "credit" is meant the amount of work done in a given subject in a term of twelve weeks by a typical student reciting five times per week and carrying four studies. To complete the required program the attendance required of the typical student is six regular terms of twelve weeks and one summer term of six weeks.

Programs of Study

The four regular programs of study are:

1. A Two-Year Program for graduates of accredited high schools having the specific qualifications set forth on page 13, and other students of equivalent preparation. The class pursuing this course is known in its first year as Section F.

2. A Three-Year Program for graduates of village high schools, holders of first-grade certificates and others of equivalent preparation. They are known in their first term as Section I.

3. A Four-Year Program without Latin or German for graduates of the rural schools, holders of second-grade certificates and others whose preparation is but little more than a good knowledge of the common branches. They are known in their first term as Section L.

4. A Four-Year Program with Latin and German for students who otherwise would pursue the three-year or four-year course.

These programs agree in the strictly professional courses required. They differ in the amount of time devoted to the various branches.

Students whose preparation and ability are intermediate between the types mentioned above may arrange to take part of their work in

Annual Catalog and Course of Study one section, part in another according to their needs. No definite time for graduation can be fixed for such students. It is intended that the scholarship attained before entering the Normal School, or while the Normal Course is in progress, shall be equivalent to that represented by graduation from our best high schools, and to this is added in some form the strictly professional work.

A large number of elective courses are offered which under certain conditions may be substituted for the regular courses. The programs are shown in detail on pages 17, 18, 19, 20.

The following table exhibits the number of credits in each branch required of regular students in the various programs. Elective courses are not included. Rhetoricals and physical training are general requirements, but are not listed below as credits.

	2-YEAR PROGRAM	3-YEAR PROGRAM	4-YEAR PROGRAM	WITH LATIN
Psychology and Pedagogy	5	5	5	5
Practice Teaching	3	3	3	3
Mathematics	3	6	6	5
Physical Science	1	3	4	3
Biological Science	2	3	4	3
Sociological Science				
Sociology and Economics:	1	1	1	1
Geography	1½	2½	3	2
Civics and History	2	3	5	3
Modes of Expression:				
Oral Expression	1½	2½	3½	2
Graphic Art	1	2	3	2
Language:				
Grammar and Orthography	1	2	3½	1
Rhetoric and Literature	2	3	5	3
Latin				12
German				6
Music	1	1	1	1
Total	25	37	49	52

On the following pages are outlined the four standard programs. The courses marked with an asterisk (*) are subject to substitution under the rules governing electives stated on pages 21 and 22.

All classes recite daily in the regular terms. In the summer terms of six weeks two recitations per day are held in most subjects, thus enabling the student to complete the regular twelve-week courses. The required gymnastics and rhetoricals are not included in the four. Music and drawing together count as one study.

Attendance at one summer term is provided for in the two-year and three-year programs. Only one study at present is named; it is expected that the student will take some additional elective study, or, if necessary, make up some deficiency.

THE TWO-YEAR PROGRAM

	FALL TERM	WINTER TERM	SPRING TERM	SUMMER TERM
FIRST YEAR	F Teaching Process 1 *Arithmetic 1 *Grammar 1, or *Advanced Zoology 5 } *Music 1 or 2 } *(Drawing 2) Physical Training	F Psychology 2 *Geography 4 or 7 *Physiology 6 Reading 1 Physical Training	F General Method 3 *Algebra 1 *Advanced Botany, or *Grammar 1 } *Geography 2 (6 weeks) } *Reading Method (6 weeks) Physical Training	*Science of Discourse 3 (Any optional study)
SECOND YEAR	A 2 Economics 1 *Physical Science 1 *Drawing 1 Teaching	A 2 Philosophy of Education 4 *Geometry 2 or 1 *Civics and History 6 Teaching	A 2 *School Management 5 *Literature 4 *Modern History 5 Teaching	Manual Training and Kindergarten Instruction are optional thruout the year

THE THREE-YEAR PROGRAM

	FALL TERM	WINTER TERM	SPRING TERM	SUMMER TERM
FIRST YEAR	I Arithmetic 2 Grammar 2 Geography 1 or 5 *Reading 2 Physical Training †Spelling or Writing	H *Arithmetic 1 *Grammar 3 (6 weeks) ^a *Geography 2 (6 weeks) Teaching Process 1 *Music 1 or 2 *(Drawing 3) Physical Training	G Algebra 2 Science of Disc. 3 U. S. History 1 *Botany 2 or 3 Physical Training	G Orthography Reading Method
SECOND YEAR	C Algebra 3 Psychology 2 Reading 1 *Zoology 4 or 5	C Geometry 1 Teaching *Drawing 2 *Physiology 5	C *Geometry 2 General Method 3 *Drawing 1 Civics 2	
THIRD YEAR	A 3 Economics 1 *Physics 3 or 5 *Literature 2 Teaching	A 3 Philosophy of Education 4 Chemistry 2 *Shakspeare 3 *Geography 1 or 7	A 3 *School Management 5 *Physics 4 or 6 *Modern History 5 Teaching	
NOTE—No pupil may omit both Literature 2 and Shakspeare.				†If student is found deficient.

THE FOUR-YEAR PROGRAM

	FALL TERM	WINTER TERM	SPRING TERM
FIRST YEAR	L *Mensuration 3 U. S. History 1 Nature Study 1 *Composition 1 *Spelling *Writing Physical Training	K Percentage (6 weeks) *Bookkeeping (6 weeks) *Reading 3 Elementary Physics 7 *Orthography Physical Training	J Arithmetic 1 Teaching Process Geography 1 Music 1 or 2 *Drawing 3 Physical Training
SECOND YEAR	D Algebra 4 Zoology 3 *Grammar 4 Geography 3	D Algebra 5 Physiology 6 *Grammar 5 Reading 2	D Algebra 6 Botany 2 *Grammar 6 (6 weeks) Reading Method (6 weeks) Psychology 2
THIRD YEAR	B Geometry 1 Rhetoric 2 Civics 2 Teaching	B *Geometry 2 Literature 1 General Method 3 *Drawing 2	B Economics 1 Reading 1 *Geography 6 *Drawing 1
FOURTH YEAR	A4 *Literature 2 *Ancient History 3 Physics 3 or 5 Teaching	A4 Philosophy of Education *Medieval History 4 Physics 4 or 6 Teaching	A4 School Management *United States History 7 Chemistry 2 *Shakspeare 3

*To be taken if student is found deficient

LATIN AND GERMAN PROGRAM

	FALL TERM	WINTER TERM	SPRING TERM	SUMMER TERM
FIRST YEAR	Latin 1 Arithmetic 2 Geography 1 or 5 Reading 2	Latin 2 Teaching Process 1 Music 1 Drawing 3 U. S. History 1	Cæsar 3 Algebra 2 Grammar 1 Botany	Reading Method Science of Discourse
SECOND YEAR	Cæsar 4 Algebra 3 Psychology 2 Zoology	Cæsar 5 Geometry 1 Drawing 2 Physiology	Cicero 6 Geometry 2 General Method 3 Geography 6	Civics 2 Drawing 1
THIRD YEAR	Cicero 7 German 1 *Literature Teaching	Ovid 8 German 2 *Shakspeare Teaching	Vergil 9 German 3 General History Economics	
FOURTH YEAR	Vergil 10 German 4 Physics 5 Teaching	Livy 11 German 5 Chemistry 1 Philosophy of Education	Horace 12 German 6 Physics 6 School Management	

The following table exhibits the electives that may be substituted for the starred courses in the various programs subject to the conditions stated on pp. 21 and 22.

*Illinois
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FALL	WINTER	SPRING
Kindergarten Astronomy English History English Poetry Latin Method Latin 1. Cæsar 4. Cicero 7. Vergil 10 German 1 German 4 Bench Work Mechanical Drawing Primary Construction Work Physics 9 Zoology 7 Nature Study 10 Nature Study 1 Arithmetic 2	Kindergarten Higher Algebra History of Illinois Literature Method Cæsar Method Latin 2 Cæsar 5 Ovid 8 Livy 11 German 2 German Bench Work Mechanical Drawing Composition and Design Physics 9 Chemistry 10 Physiology 8 Advanced Book Keeping †Economics 2	Kindergarten Trigonometry Advanced U. S. History English Drama Cicero Method Cæsar 3 Cicero 6 Vergil 9 Horace 12 German 3 German 6 Bench Work Mechanical Drawing Advanced Construction Physics 9 Botany 9 Advanced Chemistry 8 Nature Study Browning †Industrial History

Courses marked with a dagger (†) will be taught only if elected by eight or more students. The other courses are taught regularly as described in this catalog.

Rules Relating to Choice of Studies

A student, as a rule, is expected to follow the regular program for the section to which he belongs. If it is thought advisable he may be permitted to make any credit by a longer or shorter course than is provided in his program.

Variations from the regular programs are permitted to special students and to others if there be special need of such change.

All individual programs involving substitutions must be approved by the president.

Substitutions of elective studies must be made according to some regular plan to fit the student for teaching in particular grades, or in special high school subjects.

No substitution can be allowed for the common branches unless the student gives evidence of proficiency in such branches. In doubtful cases an examination may be required.

No substitution for any of the natural sciences of the three-year program can be allowed unless the student's previous study in the omitted branch is equal to the requirement for admission to Section F.

Only manual training or mechanical drawing may be substituted for the regular drawing courses unless the student's previous attainments in drawing warrant the substitution of some other study.

For the elective courses in Latin Method, full credits are allowed. For one year's work in Latin or German one credit is allowed; for two-years' work, three credits.

(a) For primary-grade teachers recommended electives are Nature Study, Kindergarten Practice, Literature Method, and Primary Hand work.

(b) For intermediate teachers, Nature Study, Intermediate Hand-work, History of Illinois, Literature Method.

(c) For grammar grade teachers, Arithmetic 2, Geography 5 and 7, Astronomy, Bench Work and Mechanical Drawing, Advanced U. S. History.

Course of Study.

If a student fails to keep pace with his class in any study he may be transferred to a lower section in such study, or be required to drop such study.

If a student fails to carry a study in any term, he is required to repeat that study at the earliest opportunity.

If a student fails in a majority of his studies for two consecutive terms, he shall not be permitted to continue his work until one year has elapsed. This rule may be suspended in the case of any student by a majority vote of the faculty.

Students that have become irregular in their programs, or who contemplate taking electives, should, while arranging their individual curricula, study carefully the daily programs on page 23.

Because of the value of platform speaking to the teacher, one platform exercise each month is required from all students in regular classes provided for this purpose. When a fair degree of proficiency has been attained, students are excused from further class work provided they participate actively in the work of the literary societies.

Inasmuch as the teacher's own example is likely to be the most potent influence in determining the quality of the pupil's reading, penmanship, and English style, all students notably deficient in clear and accurate expression, spelling, punctuation, idiom or division into paragraphs, will be required to take additional work in spelling or English composition until such deficiency is removed. Similarly students may be required to take additional courses in reading or penmanship. Correction of such deficiencies must receive early attention in the course.

Four hours per week of gymnasium practice is required of all first year students unless specially excused because of age or physical disability. If, because of conflict in the program, work cannot be taken in any term it must be taken in the following term.

Thirty minutes per day are devoted at General Exercises to the consideration of topics of interest to prospective teachers. All members of the school are expected to attend.

Fall Term.

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FIRST HOUR.—Critiques. Arithmetic 3. Advanced Algebra. Nature Study. Advanced Zoology. Geography 3. Cicero 7. Latin 1. Grammar 1. Literature 2. Reading 2. Book-Keeping. Primary Handwork.

SECOND HOUR.—Arithmetic 1. Teaching Process. Percentage. Nature Study. Physical Science. Zoology. Geography 5. German 1. Vergil 10. Grammar 2. Literature 2. Mechanical Drawing. Gymnastics 1.

THIRD HOUR.—General Method. Arithmetic 3. Algebra 4. Physics 5. Zoology 4. Geography 1. Civics 2. German 4. Science of Discourse. Reading Method. Orthography. Drawing 2. Bench Work. Gymnastics 1.

FOURTH HOUR.—Arithmetic 1. U. S. History 1. Geometry 1. Arithmetic 2. Geography 1. Ancient History. Economics. Cæsar 4. Reading 1. Reading 3. Drawing 3. Bench Work. Gymnastics 1.

FIFTH HOUR.—Teaching Process. Algebra 2. Laboratory work in Physics. U. S. History 1. Latin Method. Latin 1. Grammar 4. Reading 2. Composition 1. Writing. Drawing 1. Bench Work. Gymnastics 1.

SIXTH HOUR.—Psychology 2. Astronomy. Arithmetic 2. Nature Study 1. Physics 3. English History. Rhetoric 2. Grammar 2. Reading 3. Composition 1. Music 1. Mechanical Drawing.

SEVENTH HOUR.—Kindergarten Theory. English Poetry. Spelling. Music 2. Gymnastics men.

Winter Term.

FIRST HOUR.—Critiques. Arithmetic 1. Elementary Physics. Physiology. History of Illinois. Commercial Geography. Literature Method. Ovid. German 5. Reading 2. Orthography. Composition and Design.

SECOND HOUR.—Philosophy of Education. Teaching Process. Arithmetic 1. Elementary Physics. Physiology. Mediaeval History. Geography 1. Poetry and Novel. Cæsar 5. Cæsar Method. Orthography. Mechanical Drawing. Gymnastics 2.

THIRD HOUR.—Teaching Process. Geometry 2. Algebra 3. Percentage. Physics 4. Physiology. Geography 4. Grammar 2. Advanced Economics. Reading 2. Composition 1. Book-Keeping. Manual Training. Gymnastics 2.

FOURTH HOUR.—Philosophy of Education. Psychology Higher Algebra. History of Illinois. Geography 2. Grammar 3. Shakspeare. German 2. Reading 1. Reading 3. Drawing 2. Manual Training. Gymnastics 1.

FIFTH HOUR.—General Method. Mensuration. Arithmetic 2. Elementary Physics. Laboratory work in Physics and Chemistry. Civics and History. Grammar 5. Latin 2. Reading 1. Spelling and Writing. Drawing 3. Bench Work. Gymnastics 2.

SIXTH HOUR.—Psychology. Geometry 1. Percentage. Algebra 5. Chemistry. U. S. History 1. Grammar 2. Latin 1. Livy. Reading 3. Orthography. Mechanical Drawing. Music 1.

SEVENTH HOUR.—Kindergarten. Music 2. Gymnastics men.

Spring Term.

FIRST HOUR.—Critiques. Geometry 2. Arithmetic 3. Advanced Botany 3. Geography 1. History of Illinois. Grammar. Shakspeare. Vergil 9. German 6. Reading 1. Orthography. Advanced Construction work.

SECOND HOUR.—Arithmetic 1. Arithmetic 2. Elementary Physics. Botany 2. Physiography 6. Modern History 9. Grammar 4. Science of Discourse 3. Rhetoric. Industrial History. Composition. Mechanical Drawing. Gymnastics 2. Grammar.

THIRD HOUR.—School Management. Teaching Process. Trigonometry. Algebra 6. Botany. Geography 3. Advanced U. S. History. Grammar 2. Horace. Cicero 6. Reading 2. Book-keeping. Drawing 1. Bench Work. Gymnastics 3.

FOURTH HOUR.—School Management. Teaching Process. Arithmetic 1. Nature Study. Advanced Chemistry. Geography 2. Civics 7. Grammar 3. Science of Discourse. Economics. Reading Method. Bench Work. Gymnastics 3.

FIFTH HOUR.—U. S. History. Algebra 1. Algebra 2. Physics 6. Grammar 6. Literature 4. German 3. Reading Method. Reading 3. Writing. Drawing 3. Bench work. Gymnastics 1. History.

SIXTH HOUR.—Psychology. General Method. Percentage 4. Nature Study 1. Laboratory. U. S. History 1. Grammar 2. Cæsar 3. Cicero Method. Mechanical Drawing. Music 1. Geography.

SEVENTH HOUR.—Kindergarten. Theory. Chemistry. Browning. Spelling. Music 2. Gymnastics men.

High School Department

For such students holding township scholarships as do not wish to become teachers, and for such as are too young to enter upon the regular normal courses, the following programs have been arranged.

Other students of suitable age, character, and preparation, may be admitted to these classes upon payment of tuition, at the rate of twelve dollars per term.

These students will recite in some subjects with the regular normal students; in other subjects in separate classes.

The act of the State Legislature creating Township Scholarships in the State normal schools for the benefit of graduates of the eighth grade obliges these institutions to provide academic courses for such holders of these scholarships as do not intend to become teachers, and also for such as are looking to teaching but are still too young to enter upon the regular normal courses.

Accordingly it has been decided in this Institution to re-establish the high school that was discontinued in 1895.

Tuition is free to all holders of township scholarships.

Other students of suitable age, character, and preparation may be admitted upon payment of tuition at the rate of \$12.00 per term.

During the year 1906-7 the high school students will recite in some subjects with the regular normal students. In most subjects they will recite in separate classes in which the character and quantity of the work will be specifically adapted to their needs.

On page 25 two programs of study are outlined; one with Latin and German for such students as expect to enter college, the other without Latin. Either of these programs may be modified by the substitution of other branches. Physical training and music may be taken at any time during the first three years. Monthly rhetorical exercises are required of all students.

It is the intention to develop this department into a model high school. While the value of liberal culture and the demands of citizenship will receive due recognition in the arrangement of its courses, it is proposed to meet the growing demand that the high school course shall prove directly serviceable in preparing for high efficiency in useful occupations. Accordingly there will be arranged five chief programs each four years in length, differing in the prominence given to particular groups of studies, and looking respectively toward the speaking and writing professions, medicine and agriculture, engineering and the building trades, commercial life, and the household arts.

New teachers will be added as the attendance increases, and all the facilities of the Institution will be at the disposal of this department.

PREPARATORY CLASS. For students not less than sixteen years of age who desire to enter the normal department, but are deficient in the common branches, are maintained preparatory classes in the common branches. The rate of tuition is eight dollars per term. Students less than sixteen years old who are deficient in the common branches, are required to enter the proper classes in the grammar grades of the Model School.

High School Department
Four-Year Course without Latin.

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<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
Algebra Reading 3 Ancient History Drawing 3	Algebra Composition Ancient History Elementary Physics	Algebra Orthography Drawing or Manual Train. Physical Geography
Zoology Rhetoric Book-Keeping Manual Train. or German	Physiology Poetry and Novel Mediaeval History Manual Train. or German	Botany Reading 2 Modern History Manual Training or German
Geometry Civics English History Adv. Zoology or German	Geometry Commercial Arithmetic Drawing 2 His. of Illinois or German	Geometry Economics Reading 1 Adv. Botany or German
Physics 3, Astronomy Literature 2 German or Geography	Physics 4 Commercial Geography Shakspeare German or Composition and Design	Chemistry Advanced U. S. History History of Art German or Physiography

Latin and German Course.

<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
Latin Algebra Reading 3 Drawing	Latin Algebra Composition Elementary Physics	Caesar Algebra Reading 2 Physical Geography
Caesar Zoology Ancient History Reading 1	Caesar Physiology Mediaeval History Drawing 2	Cicero Botany Rhetoric Modern History
Cicero German Geometry Civics	Ovid German Geometry Poetry and Novel	Vergil German Geometry Drawing 1
Vergil German Physics Literature	Livy German Physics Shakspeare	Horace German Chemistry Economics

❖❖	Statements of Courses IN DEPARTMENTS	❖❖
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General Pedagogy

Course One

THE TEACHING PROCESS

This course aims to give the student a clear grasp of the nature and chief problems of the school, and a knowledge of those processes, means and conditions upon which success in teaching depends. While it serves also as an introduction to and a preparation for the later work of the Normal School and aims to cultivate scholarly habits and methods, it is designed to be of suggestive practical value in itself for any student who may wish to teach before completing the Normal course.

The elements of pedagogy may be organized under three main heads: namely, (1) *instruction*, including a consideration of the aim of instruction, its essential factors, its underlying principles, appropriate means and conditions, the actual process of learning and teaching, etc.; (2) *management*, including school organization and government in their characteristic purposes and essential details and (3) *the larger meaning of the school* in its relation to the home and the community.

One characteristic feature of this course is *observation-study*. This is a study of the actual facts and processes of school life. It gives reality and tangibility to the textbook, library, and classroom studies. White's art of teaching will be used as the text-book, to be supplemented by library reading. Among the chief references are, McMurry's *Method of the Recitation*, Hinsdale's *Art of Study*, Thorndike's *Principles of Teaching*, Salisbury's *Theory of Teaching*, Roark's *Method in Education*, Keith's *Elementary Education*, and Tompkins' *Philosophy of Teaching*.

Course Two

ELEMENTS OF PSYCHOLOGY.

The primary purpose of this course is to learn the conditions, processes and laws of mental development; and to understand the motives and forces that give rise to human activity and conduct. Thus is laid

the knowledge foundation for dealing with human nature in its many aspects and relations, and for intelligent attack upon the problem of teaching. Another purpose is to give a preparation for the later and more advanced courses in general pedagogy.

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The subject is developed thru a study of the elements and processes of mental life, directly and vitally connected with the conditions and activities of learning and teaching. As an aid in verifying, organizing, enriching, and extending the student's knowledge a text-book is used, Thorndike's *Elements of Psychology*. The text-book work is supplemented by library readings from the best works on the topics studied. To make class work and library studies more real and concrete each student observes from life and reports many instances of the mental phenomena studied. Students may have the privilege of substituting for the regular text any one of the following: Baldwin's *Elements of Psychology*, James' *Brief Psychology*, Sully's *Outlines of Psychology*, Dewey's *Psychology*, Thorndike's *Human Nature Club*, Stout's *Manual of Psychology*, Hoffding's *Outlines of Psychology*, Royce's *Outlines of Psychology*.

Leading Topics.—The relation of the body organism to mental activities and development, including such topics as fatigue and temperament, different ways of getting ideas, sense-perception, imitation, suggestion, apperception, attention, habit, memory, association of ideas, imagination, thinking, language in its relation to the genesis of knowledge; feeling, including the law of interest; volition, including the law of expression and the effect of ideals upon conduct. Summary —(1) the evolution of an idea; (2) development thru apperceptual self-activity from lower to higher forms of thought, sentiment, and action; (3) general stages of development in the individual and the race.

Course Three

GENERAL METHOD

The aim of this course is to present those ideas and principles which are operative in effective teaching. The course is based upon course one and two and looks toward the actual control of school-room conditions by those who take it. The ideas and principles studied in this course will be the standards in terms of which the student's later teaching will be judged by the training teachers and in terms of which the student may judge of the worth of his own efforts.

Leading Topics:—(1) The aim, meaning, and materials of education; (2) Discipline and instruction as the two phases of education in the school; (3) The great ways of learning and their demand upon methods of teaching; (4) The organization of subject matter into teaching units; (5) The technique of questioning; (6) The relation of thought to expression in school education; (7) Class interest and attention; (8) Re-active behavior and initiative.

Course Four

THE PHILOSOPHY AND HISTORY OF EDUCATION.

The ultimate principle of education found in the nature of life. Definitions of education, its aim and agencies. The nature and form of

Annual Catalog and Course of Study intellectual, moral and physical education. The historical development of the school curriculum. Statement of educational principles as derived from the foregoing. Text-books, Spencer's Education, Monroe's Text-book in the History of Education. Extensive reading in the library accompany this course.

Course Five

1. THE PHILOSOPHY OF SCHOOL ORGANIZATION, SUPERVISION AND MANAGEMENT.

(a) The nature of institutional life in general. (b) The fundamental law of the school. (c) The logical evolution of the school thru its fundamental law. (d) The historic development of the school and differentiation from other institutions. (e) The school at work under the law of its constitution. (f) The social and ethical training in the working of the school. (g) A detailed discussion of the problems of school supervision. Textbooks: Tompkins' Philosophy of School Management; Burrage and Bailey's School Sanitation and Decoration, White's School Management.

2. THE SCHOOL SYSTEM OF ILLINOIS. Its historical development, its defects. School law as embodied in statutes and judicial decisions.

Method in Arithmetic

Course One

METHOD IN ARITHMETIC FOR THE FIRST SIX SCHOOL YEARS. (12 weeks.)

The Purpose—To arrive at the logical order of number knowledge, to derive its processes from simple counting, and to develop and illustrate the principles and methods of instruction in the primary and intermediate grades, with observation and analysis of work in the Training School. The Illinois State Course of Study forms the basis of the work

This course is required of all students. Graduates of approved high schools need take no other course. Students with partial high school courses or with some experience in teaching grammar grades should take as prerequisite Course 2. Students without high school training or its equivalent should take as preparatories Courses 3 and 4, instead of Course 2.

Course Two

PERCENTAGE AND MENSURATION. (12 weeks.)

The purpose of this course is to arrive experimentally at modes of measuring areas and volumes, the processes of evolution, and the laws of similar figures, and to inform the student as to the conditions that obtain in carpeting, papering, land and lumber measure, the measurement of heights and distances, and in practical problems in commercial applications of percentage. It includes all the topics of the seventh and eighth years of the State Course of Study.

Course Three

INDUCTIVE GEOMETRY AND MENSURATION. (12 weeks)

The principal truths of plane and solid geometry are developed experimentally and applied to practical problems in mensuration. This course is intended for students who have never studied geometry.

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Course Four

PERCENTAGE AND BUSINESS ARITHMETIC. (12 weeks)

The cases of Percentage as related to fractions and integers, Profit and Loss, Commission, Stocks, Interest, Insurance, Banking and Exchange, Compound Interest and Annuities. The course is devoted mainly to teaching the usages of the commercial world in these subjects.

Method in Bookkeeping

Course 1 (Six Weeks)

This course has for its aim to prepare teachers for the work in bookkeeping outlined in the state course of study.

From a study and comparison of a number of individual accounts—cash, merchandise, and personal—the principles of debit and credit are derived. These principles are then applied to handling of six or more sets of accounts, beginning with the simplest and including some which require some knowledge of notes and drafts and their use in a system of money exchange. In connection with the study of a set of accounts, the purpose and form of the day-book and journal, and their combination in the explanatory journal, are learned. Most of this work is done in the class. Out-side of the class pupils use the Sadler-Rowe Budget System, which teaches how to prepare many kinds of business papers, as well as how to keep the journal and ledger. Work in the budget is completed to page 53.

Course 2 (Elective)

Double-entry book-keeping continued. Last half of Sadler-Rowe Budget. A special, and somewhat lengthy, farm set. A more complicated set including commercial drafts and discounted notes. The columnar journal. Business correspondence. This course presupposes Course 1, or its equivalent. It is given during the last six weeks of the Winter and Spring Terms.

Method in Algebra

The function, scope, and logical order of Algebra, its relation to arithmetic, its notation and fundamental ideas. Principles derived inductively from concrete problems, and afterwards by rigorous deduction from definition. Especial attention is paid to the language of

Annual algebra, to describing and relating algebraic processes, and to the mode
Catalog and of developing the more difficult topics. The work includes quadratics
Course of and series, and is offered in three forms. An additional elective course
Study is offered in Higher Algebra.

Course One

TAYLOR'S ELEMENTS OF ALGEBRA.

Prerequisite; A strong high school course in Algebra equal to the requirement of the best colleges.

Course Two

TAYLOR'S ELEMENTS OF ALGEBRA, CHAPTERS I-XV.

Positive and Negative numbers, The Fundamental Operations of Integral Literal Expressions, Factoring, Systems of Linear Equations. (12 weeks.)

Course Three

CHAPTER XV-XXXIII.

Evolution, Surds, Imaginary and Complex Numbers. Quadratics, Theory of Exponents, Theory of Limits, Series, Binomial Theorem and Logarithms. (12 weeks.)

Courses 2 and 3 are for students who have had only a partial course in algebra. Together they count as one credit, the equal of Course 1.

Course Four

TAYLOR'S ELEMENTS OF ALGEBRA. CHAPTERS I-X.

Positive and Negative Numbers, The Fundamental Operations of Integral Literal Expressions, Linear Equations in One Unknown—Factoring. (12 weeks)

Course Five

CHAPTERS XI-XX

Highest Common Factor and Lowest Common Multiple, Fractions and Fractional Equations, Systems of Linear Equations, Evolution, Irrational Numbers and Surds, Imaginary and Complex Numbers, Quadratics to one Unknown. (12 weeks.)

Course Six

CHAPTERS XXI-XXXIII.

Irrational Equations, Higher Equations, Inequalities, Proportion Theory of Exponents. Indeterminate Equations. Theory of Limits, Series, Binomial Theorem, and Logarithms. (12 weeks.)

Courses 4, 5 and 6 are for students who have not studied Algebra. They count as one credit, the equivalent of Course 1.

Higher Algebra

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This course follows 3 and 6 and is designed to prepare teachers more thoroly for work in advanced schools. The course will cover the following topics: Finite and infinite series, undetermined coefficients, logarithms and logarithmic series, permutations, combinations, continued fractions, the general theory of equations, the solutions of higher equations, and determinants. Winter term only. Text: Well's Higher Algebra.

Method in Geometry

Courses One and Two

THE GEOMETRY OF EUCLID. (24 weeks.)

These courses cover the ordinary high school work in plane, solid, and spherical geometry. Special attention is paid to the mechanism of deductive reasoning, the earlier demonstrations being developed in syllogisms. Review exercises include classification of the established truths, and schemes for tracing proofs to the original definitions and axioms upon which they rest. About one-third of the time is devoted to original demonstrations. Two main ends are kept in view: to equip the students with the forms of deductive reasoning, and to make the study a drill in precise thinking and accurate, perpicuous expression.

Courses 1 and 2 are required of all students that have not had previously strong courses in geometry. Students following the two-year program should take course 2 unless they have previously completed a strong course in solid geometry. Text: Phillips and Fisher, Complete Edition.

Trigonometry (12 Weeks)

This course covers the ordinary college requirements in both plane and spherical trigonometry and will include some discussion of the use of trigonometry in surveying, physics and astronomy.

This course is given in the Spring Term provided it is elected by at least ten students.

Course in Elementary Astronomy (12 Weeks)

This course is intended to give students such an insight into the organization of the solar system and the problems of Astronomy as will enable them to read an almanac, and teach mathematical geography intelligently. As far as possible, numerical facts are derived mathematically, from the original data. Text: Todd's Elements. Extensive reading in the library is required in addition to the regular text.

This course is given in the Fall Term, provided it is elected by at least ten students. Prerequisite: Plane Geometry.

Method in Physical Science

Course One

METHOD IN PHYSICAL SCIENCE FOR THE GRADES WITH COURSE OF STUDY FOR THE SAME AND OBSERVATION IN THE TRAINING SCHOOL. Fall Term.

This course is to be taken by all candidates for graduation, other than those who take Courses 7, 3 and 4, and 2 in sequence, or Courses 7, 5 and 6 and 2 in sequence, unless excused thru the election of elective courses. It is the only course required of students from accredited high schools having the prerequisite training in Physics and Chemistry. It contemplates the attainment of the following ends:

(a.) The discovery of an acceptable pedagogical basis for the study of the Physical Sciences in the grades.

(b.) The laying out of a Course of Study in Physical Science, involving Physics, Chemistry, Astronomy, Meteorology, etc., in harmony with the pedagogical principles above.

(c.) A review of the principles and laws of Physical Science which such a course involves.

(d.) Occasional observation of the work in the Training School.

Prerequisites: A practical, first-hand knowledge of Elementary Physics and Elementary Chemistry, such as is obtained in our best high schools.

Text-book: No regular text is required but frequent reference is given to the elementary texts in the physical sciences named above.

Course Two

ELEMENTARY CHEMISTRY. (3 hours per week, recitation, 4 hours per week, laboratory work; counting as 5 hours.) Winter and Spring Terms. Students taking Physics 5 and 6 will take Chemistry in the Winter Term.

This is a brief course of Chemistry for those students who have not the prerequisite preparation for Course 1. It is a rather intensive study of the underlying principles of the science. An effort is made to consider those laws, theories and processes which are *essential* to the science. The student is led to a familiarity with the general aspect of the science thru a study of a few of the more common elements and compounds only. Many of the laboratory exercises are quantitative in nature. The Atomic Theory is studied only after the *facts of chemical combination* are well understood. Chemical equations are given only the relative importance due them. Special attention is given the consideration of changes in energy, while the facts brought to light by the recent advances in Physical Chemistry receive due attention.

The course covers a study of oxygen, hydrogen, water, nitrogen, air, chlorine, acids, bases, salts, carbon. Special attention is given to the study of sources of pollution of air and water supply for the home and school.

Prerequisites: A practical, first-hand knowledge of Elementary Physics, such as is obtained thru a thoro high school course by laboratory methods.

Text-book: Newell's Descriptive Chemistry, and some other recent chemistry for reference.

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Courses Three and Four

PHYSICS (3 hours per week, recitation, 4 hours per week, laboratory work; counting 5 hours.) Course 3, Fall Term; Course 4, Winter Term.

This is a two-term course in elementary physics intended for students who are preparing to teach in the graded or ungraded schools. The work of Course 3 includes.—

(a.) Theory, covering: Division, properties, and conditions of matter; motions, force, work, and energy; gravitation; uniform and accelerated velocities; pendulum; simple machines; mechanics of solids, liquids, and gases; heat.

(b.) Laboratory work, covering: Careful measurements of lengths, areas, volumes and masses; problems in cohesion and in the mechanics of solids, liquids and gases; study of simple machines; problems in heat.

The work of course 4 includes.—

(a.) Theory, covering: Magnetism; static and current electricity, sound and light.

(b.) Laboratory work, covering same topics as the theory. (Most of the laboratory work is quantitative in nature.)

Prerequisites: Algebra and Geometry and Course 7 or its equivalent.

Text-books for Courses 3 and 4: Mann and Twiss's Physics and Crew and Tatnall's Laboratory Manual. Other recent high school texts are desirable for reference.

Courses Five and Six

PHYSICS. (3 hours per week, recitation, 4 hours per week, laboratory work; counting as 5 hours.) Course 5, Fall Term; Course 6, Spring Term.

This is a two-term course in physics intended for students who are preparing to teach in high schools or to become principals or superintendents of village or town schools. The work will cover the same ground as is covered by Courses 3 and 4, but more individual laboratory practice will be required and the practical problems, of providing and caring for a laboratory will receive attention.

Course 5 covers the same topics as Course 3 above; Course 6 covers the same as Course 4.

Prerequisites and texts the same as for Courses 3 and 4 above.

Course Seven

ELEMENTS OF PHYSICAL SCIENCE. Winter and Spring Terms.

The object of this course is three-fold. To lead the student into the habit of observing and studying carefully the elements of physi-

Annual Catalog and Course of Study cal science as applied in every day life; to equip the student for efficient work in teaching nature study in the physical world in the ungraded or graded schools; to furnish a clearer conception of those physical principles which underlie the study of geography, botany, zoology, and physiology.

All students who have not taken a course in physics in the high school are required to take this course as a prerequisite for all work in this department, in the department of geography, or in botany, zoology, or physiology.

The course covers in a simple way, but with much experimental work, the following topics: Elementary meteorology with daily non-instrumental weather observation thruout the term and instrumental observations as found desirable, the physical principles involved in such work; study of lighting and heating systems for home and school houses; ventilation; soil physics, including soil water and soil air; solutions; simple sanitation of home and school rooms.

Some of the physical and chemical principles involving the above work are the following: Evaporation and condensation; air pressure, density of air and effect of heat upon it; temperature measurement; combustion and oxidation; diffusion of heat; composition (solids and volatile portions) of common fuel.

In general, the work will be largely determined by the phenomena which confront the student in his daily life.

Text-books: Harrington's *About the Weather*, and printed notes by the instructor.

Elective Courses

Course Eight

ADVANCED CHEMISTRY. (2 hours per week, recitation, 6 hours per week, laboratory work; counting as 5 hours.) Spring Term, if elected by five students.

This course will continue the work of Course 2 in general chemistry. Considerable attention will be given to the practical application of chemical principles to industrial life.

Prerequisites: Course 2, or its equivalent.

Texts: Same as for Course 2, with additional references in the library.

Course Nine

METHOD OF PHYSICS FOR THE HIGH SCHOOL WITH COURSE OF STUDY FOR THE SAME, together with the designing, setting up, and testing of suitable apparatus, and physical manipulation in general. (10 hours of laboratory work per week, counting as 5 hours.) Fall, Winter, and Spring Terms.

The course contemplates the attainment of the following ends:

(a.) The discovering of an acceptable pedagogical basis for a study of the Physical Sciences in the high school.

(b.) The observation of the development of a course of study in Physics, Courses 5 and 6, in harmony with the pedagogical principles considered above.

- (c) The acquisition of considerable skill in physical manipulation. *Illinois*
(d.) Advanced reading upon the subject. *State*
Prerequisites: Same as for Course 1. *Normal*
Text: Teaching of Chemistry and Physics. Smith and Hall. *University*

Course Ten

METHOD OF CHEMISTRY FOR THE HIGH SCHOOL WITH COURSE OF STUDY FOR THE SAME, together with the designing, setting-up, and testing of apparatus, and physical manipulation in general. (10 hours per week of laboratory work, counting as 5 hours.) Winter and Spring Terms. The general intent and scope of this work is similar to that of Course 9.

Prerequisites: Same as for Course 1.

Method in Biological Science

Course One

ELEMENTARY NATURE STUDY

One or two terms, according to proficiency. This course is for students who have had little or no training in nature study: It aims at a broad view of the world of living nature. While it does not aim to be superficial, it is extensive rather than intensive. It seeks a wide familiarity with the objects and phenomena of living nature. It endeavors to form habits of close observation and especially the habit of seeking explanation of the meaning of the facts and phenomena of living things in their various phases. A portion of the course is devoted to the elements of agricultural science, including:

1. Soil experiments to discover the relation of soil to water.
2. Practical work in propagating fruits and flowers by grafting, budding, layering, and cuttings.
3. Study of growing plants in the school garden and in the green house during the winter term.

The school garden of two and one-half acres is planted with a large variety of flowering perennials and annuals and plants of special botanical or economic interest. An experienced gardener and florist is in charge.

A course in practical gardening in connection with the above is offered in the Spring Term. It includes the construction and management of hot-beds, the various modes of propagating plants, combating insects and fungi, and a practical study of the modes of growing the various flowers and kitchen vegetables that flourish in this latitude.

Course Two

BOTANY. Spring and Summer Terms.

Prerequisite: Course 1.

Practical study of a series of typical plants, both flowering and flowerless. Both structure and function receive attention. Micro

Annual Catalog and Course of Study scopic forms are studied, such as Pleurococcus and yeast. Students learn to do individual work with the microscope. Experiments are carried on illustrating the chief conditions of plant life and growth. A small herbarium is prepared. Notes and drawings are required. Text: Bergen's Foundations of Botany. Students should be provided also with Gray's Manual. (Tourist Edition).

Course Three

ADVANCED BOTANY. Spring Term.

More especial attention will be given to the lower forms of plant life, such as yeast, molds, rust, algae, fungi, etc. Review of plants from the teacher's point of view. Discussion of a course of study of plants in the grades. Text: Stevens' Introduction to Botany, and Gray's Manual for field study. (Tourist Edition).

Prerequisite: One-half year's study of botany, with preparation of herbarium.

Course Four

ZOOLOGY. Fall and Summer Terms.

Prerequisites: Course 1 or Course 2.

This course includes: A study of a series of typical animals, representing all the large groups; field study and laboratory observation of the living animals; examination of the external features; dissection; preservation of skins and skeletons; collection of insects; microscopic study of Protozoa and other minute forms; classification; notes and drawings of all observations. Effort is made to gain a real acquaintance with the animals, their life, their habits and their habitats; their enemies and modes of escape or protection; insect and other noxious forms and the means of combating them; and their economic relations. Especial stress is laid on the study of adaptation, so the relation of the animal to its surroundings may be understood so far as possible. Each student is expected to solve many of these problems of adaptation, by his own independent observation and reflection. Text: Zoology, Descriptive and Practical, Colton.

Course Five

ADVANCED ZOOLOGY. Fall Term.

Especial attention will be given to the lower forms of animal life. Review of the field of zoology from the teacher's point of view, with discussion of a course of study of animals in the grades.

Prerequisite: One-half year's work in zoology, with practical study of a series of typical animals. Text: Zoology, Descriptive and Practical, Colton.

Course Six

PHYSIOLOGY. Winter and Summer Terms.

Prerequisites: Course 4 or 5. Also a knowledge of elementary physics, embracing levers; pressure of liquids and gases, and an under-

standing of the working of the common pump, the air pump and force pump; wave motion; an elementary knowledge of the chemistry of combustion.

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This course includes the dissection of a mammal as a basis of understanding the structure of the body; the body of the manikin; dissection of the heart, lungs, eye, etc., microscopic examination of tissues; experiments illustrating the mechanics of respiration and circulation; experiments illustrating the chemistry of respiration; the reading of a set of books on various phases of practical hygiene, and the writing of a review of these books. Notes and drawing thruout the term.

Text: Physiology, Practical and Descriptive, Colton.

ELECTIVE, SPECIAL, AND ADVANCED COURSES.

For those preparing to teach Biological Science in high schools the following courses are offered:

Course Seven

HIGH SCHOOL ZOOLOGY. (1 credit.) Fall term, 5 hours a week.

Advanced study and dissection; making collections; taxidermy; reading larger works; preparation of material and assistance in regular Normal School classes; teaching high school classes in Zoology in the Training School.

Course Eight

HIGH SCHOOL PHYSIOLOGY. (1 credit.) Winter Term, 5 hours a week.

General plan the same as in Zoology.

Course Nine

HIGH SCHOOL BOTANY. (1 credit.) Spring Term, 5 hours a week

The plan is essentially the same as for Zoology and Physiology.

Course Ten

SPECIAL NATURE STUDY, (1 credit.) One term. 5 hours a week-

Continued Nature Study. Familiarity with the changes from season to season. Familiarity with the leading works on Nature Study. Observation and practice in the Training School. A theme on some special phase of the subject of Nature Study, embodying contributions of original plans and ideas as so to teaching the subject.

These four extra credit may be substituted for credits in other departments.

Method in Geography

Course One

ELEMENTARY PHYSIOGRAPHY.

Topics: The earth as a whole, the atmosphere, the ocean, and the land. Treatment is topical and emphasis is put upon the parts of most use to the teacher of general geography. This course or its equivalent is prerequisite to all other courses in the department.

Text: Any of the following: Davis's Physical Geography, Dryer's Lessons in Physical Geography. Gilbert and Brigham's Introduction to Physical Geography. (12 weeks.)

Course Two

HUMAN GEOGRAPHY.

Man's occupation as determined by physical conditions and as affecting his manner of life.

Text: Man and His Work by A. J. and F. D. Herbertson, Longman's New School Atlas. (6 weeks.)

Course Three

TYPE STUDIES.

Covers same ground as Course Two and is extended by typical areas illustrating principles developed and showing the complexity resulting from combinations of the simple geographic types.

Text: Herbertson's Man and His Work; Tarr & McMurry's Complete Geography, and Longman's New School Atlas. (12 weeks.)

Course Four

GEOGRAPHY OF THE UNITED STATES

An introductory view of the continent followed by a careful study of the United States by physiographic and industrial regions, and summarized by a review showing inter-relations of the different regions and the relation of the whole to the outside world.

Texts: Longman's New School Atlas required, Mills' International Geography recommended. (12 weeks.)

Course Five

GEOGRAPHY OF EUROPE.

This course includes:

(a.) A general view of the continent to determine its natural resources.

(b.) A careful study of the physical and human geography of the more important countries.

(c.) An examination of the most interesting phases of life in the minor countries, and;

(d.) A summary of the whole from point of view of industries.

Text: Mills' International Geography is recommended, and Longman's New School Atlas required. (12 weeks.)

Course Six

ADVANCED PHYSIOGRAPHY

A brief study of a few important topics in Meteorology, followed by a study of the processes which work upon the lands, the conditions of their activity, the forms which they produce, including their life-history.

Text: Physiographic Processes and their Results, Chamberlin and Salisbury. (12 weeks.)

Course Seven

COMMERCIAL GEOGRAPHY.

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Point of view is "the world in its relation to man as a producer and trader." The United States will be made the center of the course and other countries will be chosen either because of their commercial relation with us, or to illustrate some peculiar economical conditions.

Text: Adams' Commercial Geography, Revised Edition. (12 weeks.)

Students desiring credit for Course 1 should bring a record stating rate at which work was done, name the text with portions covered in class specified, length of course in recitation hours, and grade. To those who cannot furnish satisfactory records, credit will be given upon examination. High school graduates receiving credit for Course 1 take Course 2 and Course 4, 5, 6, or 7; those not receiving credit for it take Course 1 before the others. Students following the four-year program take Courses 1 and 3 and any one of the other courses except Course 2.

Method in Economics and Industrial History.

Course One (Required).

Most high school graduates come to the Normal School without having had any work in economics or industrial history. This course, consequently, includes an academic treatment of the subject.

ECONOMIC THEORY. In the main as developed in Bullock's Introduction to the Study of Economics, but with more attention to controverted tenets and with constant appeal for illustrations to industrial facts of the past and the present. Some of the more difficult steps are taken in the class room and made clear thru concrete problems before the pertinent portions of the text are read.

INDUSTRIAL HISTORY. American, as in Bullock somewhat amplified; English, all in Thurston or the more important chapters in Gibbins or Cheyney.

SUPPLEMENTARY READING. Aside from the reading in industrial history and in some other lines required of all, each student reads two or three hundred pages on some one or more topics selected by him. the topics and the books involved having been submitted for approval,

SCOPE AND METHOD. The whole course is especially designed to help teachers in handling the industrial and the economic phases of the common school branches.

Course Two (Elective).

ADVANCED ECONOMICS. Taught in Winter Term.

A study of three or four great economic topics and of questions of the day connected therewith. Debates upon these questions of the day.

Course Three (Elective)

ENGLISH AND AMERICAN INDUSTRIAL HISTORY. Taught each Spring Term.

The study of English industrial history will be based upon Gibbins' *Industry in England* and Cheyney's *Industrial and Social History of England*. The political history of England will be studied so far as it may prove necessary. The work in American industrial history will be based upon the census reports, upon Wright's *Industrial Evolution of the United States*, and upon some other books.

Courses in History and Civics

Course One

History of the United States: An elementary study of the leading events in American history. In this course an attempt is made to gain some insight into the method and spirit of historical study. A course of study for the graded schools, the organization of material and the use of reference books and other aids are discussed. Text: McMaster.

Course Two

The Civil Governments of the United States and Illinois: In this course civil government is considered a phase of history. The origin and growth of laws and institutions are carefully traced. The right and duty of the citizen, his relation to the Nation, to the State and to the other units of government form the more essential topics. The duties which the Nation and State owe to the citizen are also dwelt upon. In tracing these mutual relations the *machinery* of government is studied, and also the effect, of its working as seen in history. Texts: Fiske and Trowbridge. Course Three.

Course Three

Ancient History: This course shows us the early peoples coming out of the legendary haze into the sunlight of history. It reveals the contribution made by each toward the civilization of the races. And shows that while nations rise, flourish and decay, that which is vital in the civilization of any one of them does not die, but enters into the life of another which is prepared to carry it to a higher degree of perfection. The indebtedness of the present to the remote past is thus made clear. Text: Myers's *General History*. Revised Edition.

Course Four

Mediaeval History. The earlier part of mediaeval history shows how humanity extricated itself from the confusion which followed the swarming of the northern barbarians into Greece and Italy. It is usually called the Dark Ages, but what few records we have of the

period show that it was one of great activity—a time of germination, in which the principle of the survival of the fittest was vigorously at work. From this germination period may be seen coming the great institutions which have given character to modern nations, and which have differentiated them one from another. The latter part of mediæval history traces the history of these institutions, as well as that of the action and reaction of Asia and Europe upon each other. Text: Myers's General History.

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Course Five

Modern European history from the Lutheran Reformation. Text: Schwill.

Course Six

History of the United States with civics, with especial reference to the method of presentation. Text: Johnson.

Course Seven

Advanced work in American history beginning with the formation of the constitution: This course treats of the economic, industrial, and political development of the country. Satisfactory work in this course requires an extensive use of the library. Text: Channing (Larger Book).

Course Eight

English history from the accession of Henry VII: The influence of English history upon that of America is dwelt upon with considerable care.

The library is used extensively in connection with this course. Text: Wrong's Story of the British nation.

Course Nine

History of Illinois: The method in this course is topical with discussion based upon library studies. Mather's Story of Illinois will be used as a text until some more suitable book is published.

Reading Method.

(Six weeks) Required of all students.

This course is a discussion of what reading work should include, and of material and method for grades one to eight. Observation of lessons given by the critic teachers of the Training School runs parallel to class discussion.

Text: Reading, How to Teach It, Arnold. Reading, A Manual for Teachers, Laing.

Reading.

Course One

ADVANCED READING B AND C.

Practical work in expression; literary analysis, sequence of thought, word picturing, atmosphere, tone color, directness, vigor, seriousness, persuasion based upon the ability to live vigorously in the experience related. Declamations using short classics or cuttings from material of merit occur frequently during the course. Brief study is given to physical expression, gesture, and tone production. Text: Interpretive Reading, Marsland.

Course One

ADVANCED READING F.

This course is the same as Course 1, B and C, except that phonic work as outlined in Course 2 will be given.

Course Two

PHONICS AND READING.

(a) Phonic work including articulation drills, study of the English sounds with study of the action of the organs used in forming them, and discussion of the relation of articulation to expression in reading. Text: Phonics and Reading, Van Liew and Lucas.

(b) Tasks in interpretation demanding considerable ability are presented; work on time, pitch, clearness and directness in expression.

Material: Grandmother's Story of Bunker Hill Battle, Holmes; The Vision of Sir Launfal, Lowell; Merchant of Venice, Julius Caesar, Twelfth Night, As You Like It, Shakesphere.

This course is for graduates of three-year high schools, for students who have prepared for it by taking Course 3, and for graduates of four-year high schools who may have failed to enter Course 1. It is to be followed by Course 1, B and C.

Course Three

ELEMENTARY READING.

Interpretation of simple literature; following the story through a long classic; exercises in pronunciation and articulation; time; animation in expression.

Material: Lars and Other Poems, Taylor; Rip Van Winkle, Irving; Paul Revere's Ride and Other Poems, The Courtship of Miles Standish, Tales of a Wayside Inn, Longfellow; Marmion, Scott. The Odyssey.

This course is for students who have had no high school training and who expect to do four years' work before graduation. It is to be followed by Courses 2 and 1.

In addition to the regular reading classes described above, classes are organized including all first-year students and such older students as need the work for weekly exercises in public speaking. The exercises include recitations, orations, debates, and dramatic representations. This work is in charge of a special teacher.

Art Department.

Course One

(a) HISTORY OF ART.

Brief study of ancient, mediæval, and modern art, with an effort to lead the student to see that art is an expression of the life of the people.

(b) COLOR.

Study of the theory of the color: Study of color in nature. Mediums. Water color.

Students taking this course must be able to draw freely in Perspective, Light and Shade, and Color.

This course is required of all students.

Course Two

FREE HAND DRAWING.

Free hand Perspective. Light and Shade. Illustrative sketching. Picture composition. This course is followed by Course 1 and is required of all students not prepared to enter Course 1.

Course Three

ELEMENTARY FORM STUDY.

Study of the form of common objects, fruits, plants, etc. In part of this course clay is used as the medium of expression, in the remaining part, the soft pencil. This course is to be followed by Courses 2 and 3 and is required of all students entering Section L. As it will require little work outside the class, it will regularly be combined with Music 1.

It is hardly necessary to say that these courses are planned for teachers, that teachers may draw freely. It is hoped, however, that as students they may learn to seek the culture that is derived from the beautiful in Nature and Art.

Course Four

This course will take up the study of the underlying principles of Composition and Design—applying these in line composition in arrangement of forms in space, in landscapes, in working out borders and idealized forms, in color theory and harmony.

Manual Training.

The contribution of manual training to a complete and rounded education is now generally recognized, and the number of schools where it is given a place in the program is constantly increasing. The demand for teachers who can conduct the works is, at present, far in excess of the supply. We do not yet attempt to prepare special teachers of manual training, but rather to give the ordinary teacher an equipment that will enable him to make a beginning wherever the opportunity offers in connection with other school work. A line of work that is so fascinating to both pupil and teacher and that has so much practical value, not only in itself but in its bearing upon other studies, cannot escape the attention of the progressive teacher.

The facilities afforded for this work here are of the best. The laboratory is well lighted from two sides and is also provided with electric lights. The equipment includes twenty hard maple benches, each fitted with Toles patented rapid-acting head and tail vises, two twelve foot benches, each fitted with six iron vises, and the other necessary appliances for Venetian bent-iron work; a capacious lumber rack, locker room for storing of work in process of construction, and a lavatory. The tools provided include an excellent assortment of the more common woodworking tools—a generous individual equipment on each bench and tools for class use conveniently disposed in racks upon the wall.

In addition to the foregoing there are a band saw for use in scroll work and in getting out material for classes, and a ten-inch swing Reed lathe for woodturning, together with the necessary shafting, pulleys, and belting. These, with the grindstone, are run by an electric motor.

The following courses in manual training are afforded:

Course One

BENCH WORK IN WOOD.

In this course is taught the use of the ordinary wood-working tools in the making of various useful articles. The work in this course is largely individual and an effort is made to adapt the work to any special requirement.

Course Two

CONSTRUCTION WORK FOR PRIMARY GRADES.

A study of material and manipulation in paper cutting and folding, cardboard, textiles, raffia, basketry, and bead work, including the outlining of a course in construction work for primary and intermediate grades.

Course Three

HANDWORK FOR THE INTERMEDIATE GRADES

This course is similar in plan to course 2. It deals with somewhat more difficult processes in cardboard, basketry, bent iron, bead work, and simple woodwork.

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Course Four

MECHANICAL DRAWING.

The practical necessity for some knowledge of mechanical drawing on the part of every teacher who is to have anything to do with construction work or handwork in the schools has been recognized by the establishment of a course in this subject. An excellent equipment for a small class is installed.

This course is provided for beginners in the subject and will be related to the manual training altho it may be taken independently. It will include instruction in the care and use of drafting instruments, problems in geometrical construction and the more common drafting conventions; the elements of mechanical and freehand projection drawing and their application to the representation of such objects as the teacher must deal with; lettering, inking, tracing, and blue-printing.

This course may be taken as a minor or a major, one or two hours per day. Students will need to be provided with drafting instruments, either by purchase or by rental from the department.

Orthography

The purpose of this course is to prepare students to teach the orthography outlined for the seventh and eighth years in the Illinois State Course of Study. It consists mainly of word-analysis. This course is not included in the two-year program. In the three-year program it is a six weeks course; in the four-year program it is a twelve weeks course.

SPELLING. (5 weeks, or longer if necessary).

All students, including those admitted to Section F, are offered an examination in spelling on the first Thursday of each term. Those who show by such examination the ability to spell ninety out of one hundred familiar words such as lose, led, busy, until, separate, reference, occurred, notable, noticeable, ridiculous, accommodate, recommend, are excused from further work in spelling. Those who do not pass this examination are required to take a course of five weeks, or longer if necessary, and should take it as early in the year as is practicable.

WRITING DRILL. (6 weeks, or longer if necessary).

The object of this course is to enable students to improve their writing if it is manifestly illegible or in bad form. It includes black-board drill in movement exercises, as outlined in the Illinois State Course of Study, with musical accompaniment to secure smoothness and harmony of movements. It is a required subject for those whose writing is distinctly poor.

Grammar

Aim: 1. To give the student the essential facts of the subject.

2. To enable him to express these facts in as simple a way as is consistent with accuracy.

3. To show him that topics may be presented in such an order that but one difficulty will be met at a time, and that this when mastered will prepare the way for others; to show also that such an order makes it possible to require nice discrimination from the first, and that the power to make fine distinctions is one of the chief values of the subject.

4. To enable him to apply in a practical way the theory that because of the analytical nature of our language the thought element must predominate over the form element in the study of its grammar.

Topics: Part I. The Sentence. The simple sentence with its essential elements is first considered; then element after element is added until all ordinary English constructions have been studied. The parts of speech are defined as the development of the sentence makes their introduction necessary, but only such classification is made as is based on use.

Part II. Parts of Speech; classification, summary of uses, inflection.

Course One (12 Weeks).

All the work indicated above. This course is intended for Section F.

Course Two (12 Weeks).

Sentence analysis, omitting the study of verbals. This course covers the seventh year grammar as outlined in the State Course of Study.

Course Three (6 Weeks).

Verbals and parts of speech. This course covers the new points in eighth year grammar as outlined in the State Course of Study. Course 2 and 3 are intended for Section I.

Course Four (12 Weeks),

Sentence analysis, omitting clauses and verbals.

Course Five (12 Weeks).

Clauses and their connections and verbals. Analysis of passages from literature.

Course Six (6 Weeks).

Parts of speech. Courses 4, 5, 6 are for Section L. Textbook: Gowdy.

Literature

Four regular courses in literature are given, of one term each. In these an effort is made to bring students to a clearer knowledge of the nature of literature and its relation to life, in order that they may determine more intelligently what they should aim at in teaching literature themselves, what should control their choice of literature to be read with pupils, and how they should handle what they read. To this end there are studied in the several courses as many types of literature as time permits.

Course One

POETRY AND THE NOVEL.

Classroom study of the minor epic in Matthew Arnold's *Sohrab and Rustum*, and of the novel in George Eliot's *Silas Marner*. Outside of class a further study is made of narrative verse, usually Tennyson's *Princess or Idylls of the King*, and of the novel in one of Scott's or Hawthorne's novels. The results of this study are reported in an essay by each member of the class and are discussed in class. In 1906-07 the *Scarlet Letter* and the *Idylls of the King* will be studied.

Course One

POETRY, ESSAYS OR SPEECHES, AND THE NOVEL.

The great epic, in *Paradise Lost*, and narrative and lyric verse in the volume of selections from Wordsworth, made by Matthew Arnold, form the basis of the work in the classroom. The outside work consists of readings from Emerson's *Essays, First Series*, or Arnold's *Culture and Anarchy*, or Carlyle's *Sartor Resartus*, or Speeches by Burke or Webster, and a novel by Thackeray or Hawthorne. Essays and discussions as in Course 1. In 1906-07 Carlyle's *Sartor Resartus* and Thackeray's *The Newcomes* will be studied.

Course Three

SHAKSPERE.

Two plays are read in class; in 1906-07 Macbeth and King Lear. Outside of the classroom Marlowe's Edward II., and Shakspeare's Richard II., are studied and compared, and one more play by Shakspeare is read usually a comedy; in 1906-07, a Midsummer Night's Dream.

Some attention is given also to the Elizabethan theaters, the circumstances under which they came into existence, and the conditions under which plays were presented in them. Essays and discussions as in Course 1.

Course Four

POETRY, DRAMA AND NOVEL.

This is in substance largely a combination of Course 1 and Course 3. This course is intended only for such graduates of the best high schools as have had the preparation described on page 13. Such graduates are supposed to have sufficient preparation in literature to permit the emphasis of the classroom work to be thrown almost wholly on technical and professional points. All who are without this preparation must substitute for Course 4, Courses 1, 2, and 3, or as many of them as their lack of preparation may make necessary.

ELECTIVES.

Students who wish to prepare themselves more thoroly to teach literature in the common schools and high schools may be permitted to make three additional credits in literature in place of three credits in other branches. For this purpose four elective courses are given.

Elective 1. English Lyric Poetry. Text: The Oxford Book of Verse.

Elective 2. English and American Poetry in the Nineteenth Century. This is a course in rapid reading of the main English Poets from Scott and Wordsworth to Stephen Phillips, and of the leading American Poets from Bryant to Moody. While most attention is given to the greater men and women of the period, it is intended also to give some knowledge of the minor poets. In 1906-07 choice is offered between this course and elective 3.

Elective 3. Browning, in Corson's Introduction to Browning. Given in 1907.

Elective 4. Special study of the problems arising in the teaching of literature in the grades below the high school. This course is open to all students. Students following the two-year program who are preparing to teach in the grades may substitute this course for Course 4.

Rhetoric

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Course One

COMPOSITION.

An elementary course based on Webster's Elementary English Composition.

Course Two

RHETORIC.

Based on Gardiner, Kittredge, and Arnold's Composition.

SCIENCE OF DISCOURSE.

A more advanced course based on Barrett Wendell's English Composition and Herbert Spencer's Philosophy of Style.

For admission to Course 3 students should have the preparation demanded for admission to Course 4 in literature. Lacking this they must take Courses 1 and 2, or Course 2 in Rhetoric, and at least two of the courses in literature.

TEXT BOOKS.

Shakspeare, Edition: Arden, Rolfe, or Hudson.

Silas Marner, Appleton's Twentieth Century Series.

Paradise Lost, Allyn & Bacon.

Wordsworth, Arnold's Selections, Macmillan.

Composition, Gardiner, Kittredge, and Arnold.

Elementary English Composition, Webster.

Spencer's Philosophy of Style, Maynard's English Classics edition.

Barrett Wendell's English Composition, Scribner.

Idylls of the King, Rolfe's or Cook's.

Sohrab and Rustum. Louise Imogen Guiney's or Houghton & Mifflin.

Music

Course Two

THE ELEMENTS OF MUSICAL NOTATION. (12 weeks daily.)

(a.) The major scale. Intervals. Key and scale relation. Chromatic tones. The simpler relative tone-length and ordinary measure forms.

(b.) The elements of notation worked out thru the study and mastery of the musical problems stated above. Reading and four part singing in nine major keys.

Text: Palmer's Graded Lessons in Music.

Course Two

- (a.) Extended drill in intervals, diatonic and chromatic. Minor and the more remote major keys: their relationship. Modulation. The more difficult rhythms and measure forms.
- (b.) Classification of the elements of music and the presentation of their parts in logical succession.
- (c.) The problems involved in the art of reading vocal music considered from the teacher's point of view.

All students are required to take either Course 1 or Course 2. In addition to the foregoing classes, about twenty minutes daily are devoted to general practice in singing. There are also a boy's glee club and a girl's glee club which meet for practice twice each week.

In the spring term a chorus is organized which meets three times each week. In the first summer term a chorus meets one hour daily for drill upon some extended musical composition. Root's Haymaker's, The Merry Milkmaids, Pinafore and The Pirates of Penzance have been rendered the past four summers.

Physical Training

The purpose of the work in Physical Training is two-fold.

1. To correct such bodily imperfections and to develop such physical efficiency in the individual student as may be possible in the time available.
2. To give the student a practical and fairly comprehensive scheme of gymnastic work for future use in his profession. Since a love for out-door sports is valuable to him both personally and professionally, an effort is made to stimulate an interest in well chosen out-door games.

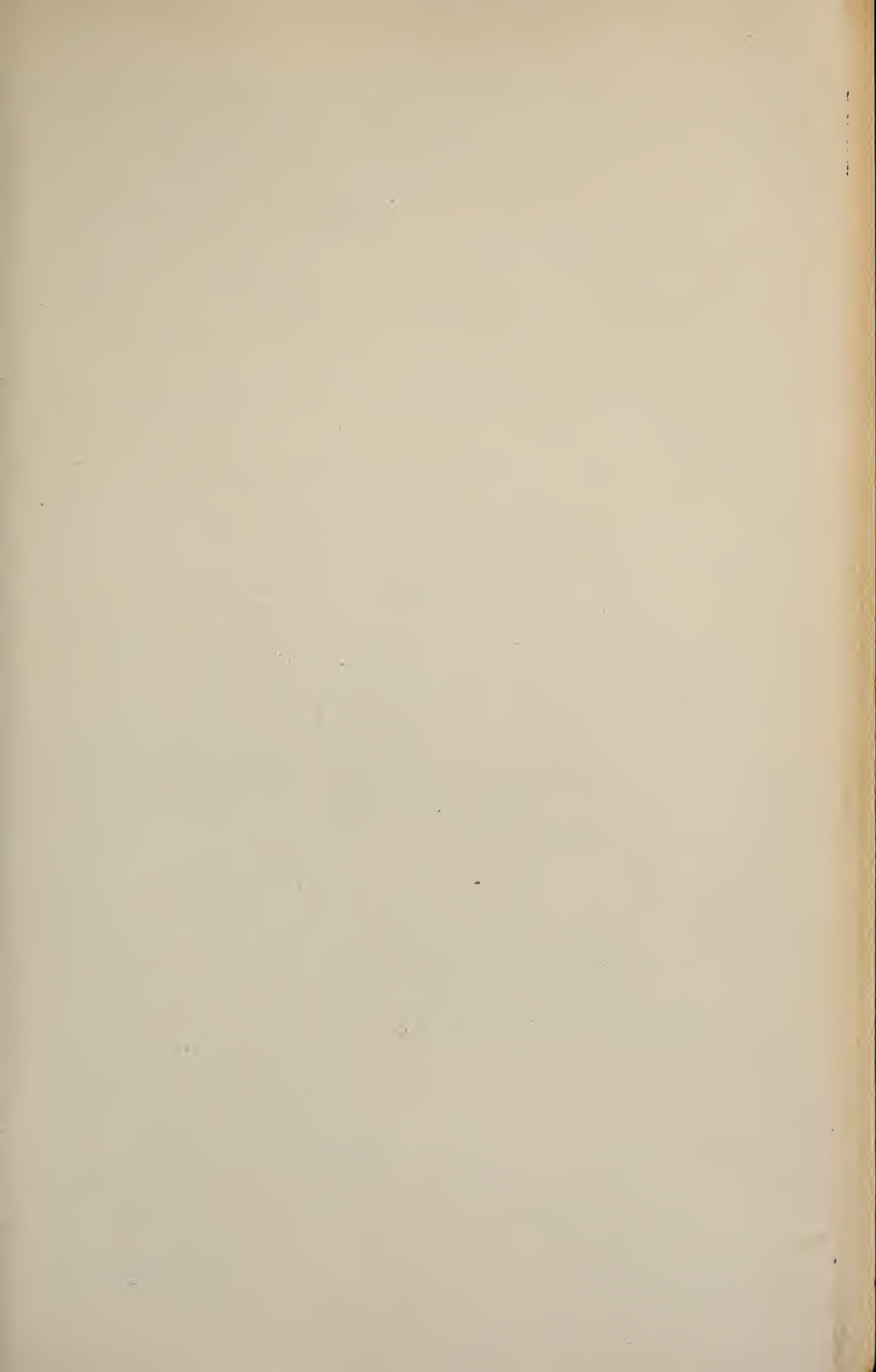
The work requires four hours each week and is arranged in three courses of twelve weeks each. It is required of all first year students unless they are specially excused.

Course One

This course is arranged for all entering students. It consists of corrective and developmental gymnastics and games suitable for the school room or playground. A limited amount of time is devoted to discussion of the value of the plays and games in the physical and psychological development of the child.

Course Two

Arranged to follow course 1. Corrective and developmental work is continued with apparatus work, running, and basket-ball added to develop endurance. One day each week is devoted by the women to aesthetic gymnastics. The reading and discussion of a limited number of articles dealing with the general scope and purpose of physical





LIBRARY AND GYMNASIUM

training is a part of this course and students begin leading divisions of their own class.

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Course Three

Arranged to follow Course 2. This course furnishes a continuation of the floor work given in Course 2, with one day each week devoted to gymnastic theory. This includes a consideration of the distinction between corrective and merely hygienic exercise, the principles involved in applying corrective work, the principles of gymnastic progression and methods of presenting gymnastic work to children.

A specific suit is needed, consisting of a navy blue flannel gymnasium suit and black slippers for the women; dark trousers, belt, black sateen shirt, and tennis shoes for the men. Suits can be obtained after arrival at a cost of from \$3 to \$6. The gymnasium is well-provided with individual lockers.

The general health and physical development of all young women are carefully looked after by the preceptress and director of physical-training. Suitable exercises are prescribed and advice given after and careful inquiry in regard to the physical condition of the student.

Athletics

Athletic sports are encouraged, as a means of pleasant recreation, for their value in developing the body, as a source of social and ethical culture, and as cultivating the spirit of co-operative enterprise.

Basket-ball, tennis, base-ball, foot-ball and bowling are the games most in use. There are two fields for basket-ball, one in the gymnasium and one on the campus. There are numerous good tennis courts on the campus and one in the gymnasium. For the other games there is abundant room and ample provision. These games are managed so that a large number may engage in them. Opportunity is given to several students to acquire skill in conducting games. The gymnasium is open for exercise at certain hours under suitable restrictions to those who are not enrolled in classes.

Method in Latin

Two forms of the curriculum in Latin are offered: The first of six credits for students who have already completed three years' work in Latin; the other of twelve credits for beginners.

Graduates of approved high schools, if they have had three or four years' Latin, may substitute the six courses in method outlined below for six credits in their regular course as may be directed.

Annual Catalog and Course of Study Students qualified to enter upon the three-year program and without previous study in Latin may take three years of Latin and omit Reading 2, Geography 2, Orthography, Drawing 2, Arithmetic 1 or 2, Grammar 3.

Students following the three-year program may take four years' Latin and omit the four and one-half credits named above and two others, to be determined upon consultation with the president.

Students qualified to enter upon the three-year program who wish to take four years' Latin and two years' German should follow the program outlined on page 20.

Students admitted to Section L may substitute four years' work in Latin and German for eight credits as follows: Composition 1, Reading 3, Arithmetic 3, Orthography, Grammar 4, 5, and 6, Drawing 3, History 3, Book-keeping, or Solid Geometry and Geography 3. Grammar 1, and Geography 2 are to be added as a substitute for omitted courses.

Beginners are advised not to take up the study of Latin unless they propose to complete at least two years' work.

For one year's work one credit is allowed, for two years' work three credits.

Course One

METHOD IN BEGINNING (FIRST YEAR) LATIN. (12 weeks).

Prerequisite: An academic knowledge of the usual first year's work. A re-examination of Latin grammar, the search being in the main one for unity and harmony. Comparative view of the declensions and conjugations and correlation of phonetic changes with phenomena that the pupil is acquainted with. Physiological explanation of phonetic changes. Introductory study of syntax, or of how Latin expresses the main types of relations. The question is asked at every step: What is the English (or the German) way of expressing the same relation? Roman pronunciation with special care for the long vowels. Lineal relationship of Latin and English, how and when Latin derivatives came. Illustrations of each class, development of a dozen important roots in English. Cognate relationship of Latin and English, many illustrations, statement of Grimm's law. Bennett's Teaching of Latin, Appendix to Bennett's Grammar.

Course Two

METHOD IN SECOND YEAR LATIN. (12 weeks).

Prerequisites: Two years' academic work and Course 1 above.

Enough translating is done to insure that the students have acquired the habit of using only the usual English methods of expressing the relations of the Latin original. This is our definition of a literal translation.

Inductive study of the Latin method of expressing the relations that offer to beginners the most difficulty, collection of all the examples in Cæsar, examination of different authorities: thus *cum*-clauses,

gerund gerand undive, uses of dative, etc., are studied. Further study of the lineal relationship of Latin and English. General changes that derivatives of the first, the second, the third, and the fourth period have undergone.

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The cognate relationship; mastery of the consonant correspondences with illustrations.

Course Three

METHOD IN CICERO. (12 weeks.)

Prerequisites: Courses 1 and 2 and an academic course of three years in some secondary school.

It will be insisted upon that the translation be worthy of the Latin original. Analysis of the orations from the oratorical standpoint. Written review of one for the sake of the English style. It is the aim to spend most of the recitations in this course upon matters pertaining to rhetoric and literature. The main function of this course is to develop good literary taste and literary appreciation. Latin Prose Composition.

Course Four

METHOD IN VERGIL AND OVID. (12 weeks.)

Prerequisites: Courses 1, 2, and 3.

Considerable reading is done, study of the scansion (the purely quantitative method); study of the authors from the literary standpoint. Much attention is given to mythology.

Course Eleven

ADVANCED READING. Livy. (12 weeks.)

Prerequisites: Courses 1-4 above.

Comparative syntax of Livy and Cæsar. Lineal and cognate relationship of Latin and English. Vowel and consonant changes of words of the third period. All the important classes of derived words treated. Cognate correspondence of Latin and English vowels. Application of the student's knowledge of the comparative phonology of Latin and English and German in several practical fields. History from cognates. Discussion of secondary school problems that pertain to Latin.

Course Twelve

ADVANCED READING. Horace, Odes, etc. (12 weeks.)

Prerequisites, Courses 1-4, and 11, above.

The Full Latin Curriculum

The entire Latin curriculum as provided for beginners consists of twelve terms numbered consecutively as follows:

Courses one and two, Latin Grammar and Reader.

<i>Annual</i>	Courses three, four, and five, Cæsar four books, or Cæsar two books with selections from other authors. Latin composition.
<i>Catalog and</i>	
<i>Course of</i>	Courses six and seven, Cicero's Orations.
<i>Study</i>	Course eight, Ovid.
	Courses nine and ten, Vergil's Aeneid.
	Course eleven, Livy.
	Course twelve, Horace's Odes.
	In aim, content, and method these courses are similar to the Latin Method Courses described above.

LATIN TEXT BOOKS.

Grammar, Bennett's Complete; Collar and Daniel's First Latin Book; Kelsey's Cæsar; Harper and Gallup's Cicero; Kelsey's Ovid; Comstock's Vergil; Lord's Livy; Smith's Horace. Other good texts may often answer as well as those mentioned above.

German Courses

Course One

METHOD IN FIRST YEAR GERMAN.

Prerequisite: One year's high school work or an equivalent in familiarity with the language.

The course includes a review of German grammar, the search being in the main one for unity and harmony: some correlation of English and German as cognate tongues: some practice in Composition; and in conversation; sight reading; translation by ear; discussion of method in first year's work. Schiller's "Die Glocke." Some one classic, such as "Wilhelm Tell," is read and its treatment is intended as an embodiment of ideas as to method. (12 weeks. Spring Term.)

Note: To enable pupil's who have had no German to meet the prerequisite above, a course is offered for beginners, extending through the fall term and the winter term of each year. The work covers 100 pages of Boisen's German Prose with grammar to match, "Minna von Barnhelm" and some translation by ear and sight, Joynes-Meissner's grammar is the regular text-book.

Course Two

METHOD IN SECOND YEAR GERMAN.

Prerequisites: Course 1 above and satisfactory evidence of ability to do the work.

Goethe's "Egmont" and Freytag's "Aus dem Staat Friedrich's des Grossen," analyzed as literary productions. Cognate relationship of German and English. Discussion of questions of method. The class is conducted for the most part in German. (12weeks each Spring Term.)

Note: To help students to meet the prerequisite above, a course, open to those who have completed Course 1, is offered, running thru the fall term and winter term of each year. Much of the time is spent in conversational drill. Two or three classics are read.

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Practice Teaching in Training School

The Training Department consists of a Kindergarten and an elementary school of eight rooms or grades. Each of these grades is in charge of a training teacher. Some classes in the preparatory and high school department are taught by experienced student teachers. The teachers of the Normal Department also spend one hour per day in the Training School supervising work in their own branches.

The Training School is designed to give careful and extensive training in the art of teaching in all grades. Each student in the Normal Department, before graduation, is required to teach three terms. A term's work consists of the daily instruction of a class for forty-five minutes during one full term. If necessary to test satisfactorily the work of the student teacher, he may be required to take entire charge of a room for ninety minutes daily. In some cases the daily observation and criticism of a class, followed by written and oral discussion, are taken in lieu of one term of teaching. In general students are required to teach one term in each of the three departments, Primary, Intermediate, and Grammar School. But students desiring to fit themselves for any particular grade of school work, or in any special branch of study are given an opportunity to do so. Teachers of satisfactory training and experience who wish to prepare themselves for expert work as training teachers will be allowed all the advantages of the Training School.

The work of teaching is carefully supervised by the training teachers. Each student teacher is required to write out the plans of recitations one week in advance. These plans are closely examined by the training teacher and, where necessary, discussed with the student teacher and revised. The instruction itself is also observed by the training teacher, and helpful criticisms are given in private. Each practicing teacher is held fully responsible for the control and management, as well as for the instruction of the class. He is expected to develop skill and power in the management and instruction of a class as a whole, and, at the same time to study and adapt the work to the individual ability and disposition of each pupil. As far as possible during the last two terms of his instruction, the student teacher is given charge of a room; so he is supervising one class at the same time that he is teaching another.

Students who have had no experience in teaching find it best generally to observe a class one full term in the Training School before undertaking the instruction of a class. Careful criticism and discussion of the lessons observed are required of each observer.

Annual Catalog and Course of Study Each week, two illustrative or "critique" lessons are given by experienced teachers. Teachers and observers are required to observe one of these lessons each week. An hour is devoted the following day to its careful discussion under the direction of the director of the training school. This gives each teacher an opportunity each term to see eleven such lessons carefully presented and thoroly discussed.

Certain students are also appointed regularly to supervise the children at noons, recesses, and during study periods.

The training teachers present illustrative lessons, at such times as are convenient, for the benefit of those students who are preparing for work in the Training School.

The Kindergarten

As a branch of the training department is maintained a kindergarten of forty children. The various exercises are carried on by the director and student-assistants. The course consists of five hours per week practice as student-assistant and four hours per week of lectures and recitations upon the theory of the kindergarten. This course may be substituted for Courses 4 or 5 in Pedagogy and is recommended to all students who expect to become primary teachers.

Course of Study in the Training School

LITERATURE

First Year

Point of View.—Literature is an art; its subject-matter is life in all its relations; its means of expression, words; its end, the revelation of truth in beauty. As an art literature is controlled by laws that spring in part from the nature of mind, in part from the nature of the material the artist works with—words. The study of literature is the study of life as embodied in works of art, a study of life thru an art. The aim of the study is the enlargement of the life of the student thru his living the lives of others, self-possession thru knowledge of human nature and sympathy with it.

In the first years of the study of literature the child may well be as unconscious of the art and the laws that control it as he is of his own nature; the teacher should no more forget one than the other. He should choose for his pupils such pieces of real literature as in substance and in form appeal to his pupil and hold him even while they are hard enough to make him work; and in presenting the chosen pieces, the teacher, so far from ignoring the laws of literary art, should be controlled by them.

Literature is now preserved in books and the student of literature must be a reader of books. Tho the child on entering school cannot read and we are therefore driven to the oral presentation of literature we should from the first preserve the literary form, associate the piece of literature with the book, and as soon as possible put the book itself

into the child's hands. Further as the child grows into knowledge of the world about him and consciousness of his nature, the teacher should little by little lead him to see and appreciate the art of literature and thus open to him finally the widest possibilities of noble enjoyment and growth.

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FIRST TERM.

1. The Old Woman and Her Pig. 2. The Three Bears. 3. The Three Musicians. 4. The Discontented Fir Tree. 5. Cinderella. 6. The Ugly Duckling.

These stories are presented orally by the teacher, and reproduced by the pupils. Paper cutting, clay molding, and drawing are based upon these stories and accompany them. During this term also poems are read to the children from books and some of the poems learned by the children. For this purpose Mother Goose Melodies and a few poems of Wordsworth, Eugene Field, Celia Thaxter, and Stevenson are used.

SECOND TERM.

Thru games the children are introduced to the Rhymes and Jingles in the first volume of Norton's Heart of Oak Books; the book is put into their hands, and they begin to read it themselves.

THIRD TERM.

Robinson Crusoe, Chapters I.-X. orally presented. Rhymes and Jingles are used as in second term. Paper cutting, molding and drawing as before.

Second Year

FIRST TERMS.

Robinson Crusoe completed. Poems elected from Stevenson, Alice and Phoebe Cary, Field, Blake, Macdonald, Wordsworth, Longfellow, Whittier, Bryant, and Tennyson.

SECOND TERM.

Hiawatha's Childhood; Hiawatha's Friends; Hiawatha's Sailing; Hiawatha's Fishing; Hiawatha's Fasting. Poems as in fall term.

THIRD TERM.

Hiawatha and Mudjekeewis; Hiawatha's Wooing, Hiawatha's Wedding-Feast; the White Man's Foot; Hiawatha's Departure. To these may be added the Hunting of Pau-Puk-Keewis, The Death of Kwasind, The Son of the Evening Star. Poems as in the fall and winter terms.

Note: Robinson Crusoe is presented orally and reproduced by the children. It is also made the basis of much constructive work with sand, clay, wood, and pencil. Portions of the story are read to the children, DeFoe's own version being used for this.

Annual Catalog and Course of Study The poems chosen for this grade are in part read to the children, in part by them. Many poems are learned by heart. Hiawatha is read to the children and then reproduced by them: Drawing and constructive work of various kinds are based on this poem.

Third Year

FIRST TERM.

Kipling's *Jungle Book*, two months. Poetry one month.

SECOND TERM.

The *Jungle Book*, two months. Poetry one month.

THIRD TERM.

Church's *Story of the Iliad*, six weeks. Poetry six weeks.

The stories from the *Jungle Book* and the *Iliad* are to be told by the teacher and reproduced by the children. Occasionally the teacher reads from the book, and now and then the girls and boys try to read portions of the story for themselves. The poetry in the three terms is to consist of poems found in *Stepping Stones*, III; *Heart of Oak*, II and III; *Lights to Literature*, III; *Whittier's Child Life in Poetry*; and *Open Sesame*, I. These poems are read by the children themselves and many of them learned by heart.

Reading

First Year

The purpose is to introduce the child to the delights of getting thought from books and to this end to make him master of the forms of many simple words as symbols of thought. All lessons are primarily thought lessons; drills in word-calling are enlivened by fresh devices in order to avoid objectionable mechanical features as far as possible.

The material for the blackboard work is drawn partly from nature study and literature, partly from the lessons which the child is to read later in the primer. Many of the lessons are presented in the form of games based upon this material and upon the life of play to which the child has been accustomed.

FIRST TERM.

Finch Primer.

Wheeler Primer,

Cyr's Primer.

SECOND TERM.

Cyr's Primer.
Taylor's First Reader.
Wheeler Primer.

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THIRD TERM.

Sprague Primer.
Cyr's First Reader.
Child Life, Volume 1.
Stepping Stones, Volume 1.
Wheeler's First Reader.

Second Year

The aim is to deepen and extend the work begun in the first primary grade in the following lines, clear imaging, independent word-getting; naturalness in expression of thought found in books.

FIRST TERM.

Heart of Oak, Vol. I.
Child Life, Vol. II.
Stepping Stones to Literature, Vol. I.

SECOND TERM.

Child Life, Vol. II.
Second Reader, Cyr.
Stepping Stones to Literature, Vol. II.

THIRD TERM.

Lights to Literature, Vol. II.
Fables and Folk Stories.
Second Reader, Taylor.

Third Year.

The purpose is to secure power and independence in thought-getting fluency in speech; ready appreciation of the various thoughts and emotions, and free generous expression of them in sweet and natural tones. A definite problem is given in the assignment, which, by means of the details of the text, every child must solve. The children are conscious of no oral task except that of giving their thought freely easily.

Special attention is paid to clearness in speaking—the giving of full value to all elements that should be sounded (especially final consonants) that the thought may be clearly revealed. This work is done incidentally.

FIRST TERM

Lights to Literature, Vol. III.
Cyr's Third Reader.
Robinson Crusoe.
Little Wanderers—Morley.

SECOND TERM.

Steppings Stones to Literature, Vol. III.
Grimm's Household Tales.
Nature Study Reader, II.—Traeger.

THIRD TERM.

Seven Little Sisters.
Heart of Oak, Vol. II.
Stories in American History.

Fourth Year.

From the fourth year the work in reading and the work in literature are continued in alternate terms. In both the literature and the reading classes the pupil is given good literature to read, and is led to enter into, enjoy, and make his own the life it embodies. In the literature class he is led to feel as far as possible, tho' for the most part unconsciously, the beauty of the artistic form of each piece of literature read. Thru the substance and form alike he gains increase of life and increased capacity to enjoy good literature. In the reading classes, on the other hand, he gains in power to give to others what he himself gets from the book. The teacher seeks to remove whatever obstacles, physical or mental, stand in the way of the pupil's free expression of his thought. By constant attention in connection with the reading and by special word drills he works for correct pronunciation and articulation, fluency of speech, clear, sweet, and natural tones, and a good position of the body in reading. The material provided for the grade is meant to be ample and varied enough to permit choice with reference to the special needs of classes and individuals. Part of it is easy enough to be well within the pupil's already acquired power of getting at the thought and rendering it; and part of it is at once hard enough and interesting enough to stimulate effort and growth.

FIRST TERM.

The Story of Ulysses, Open Sesame, Vol. I.

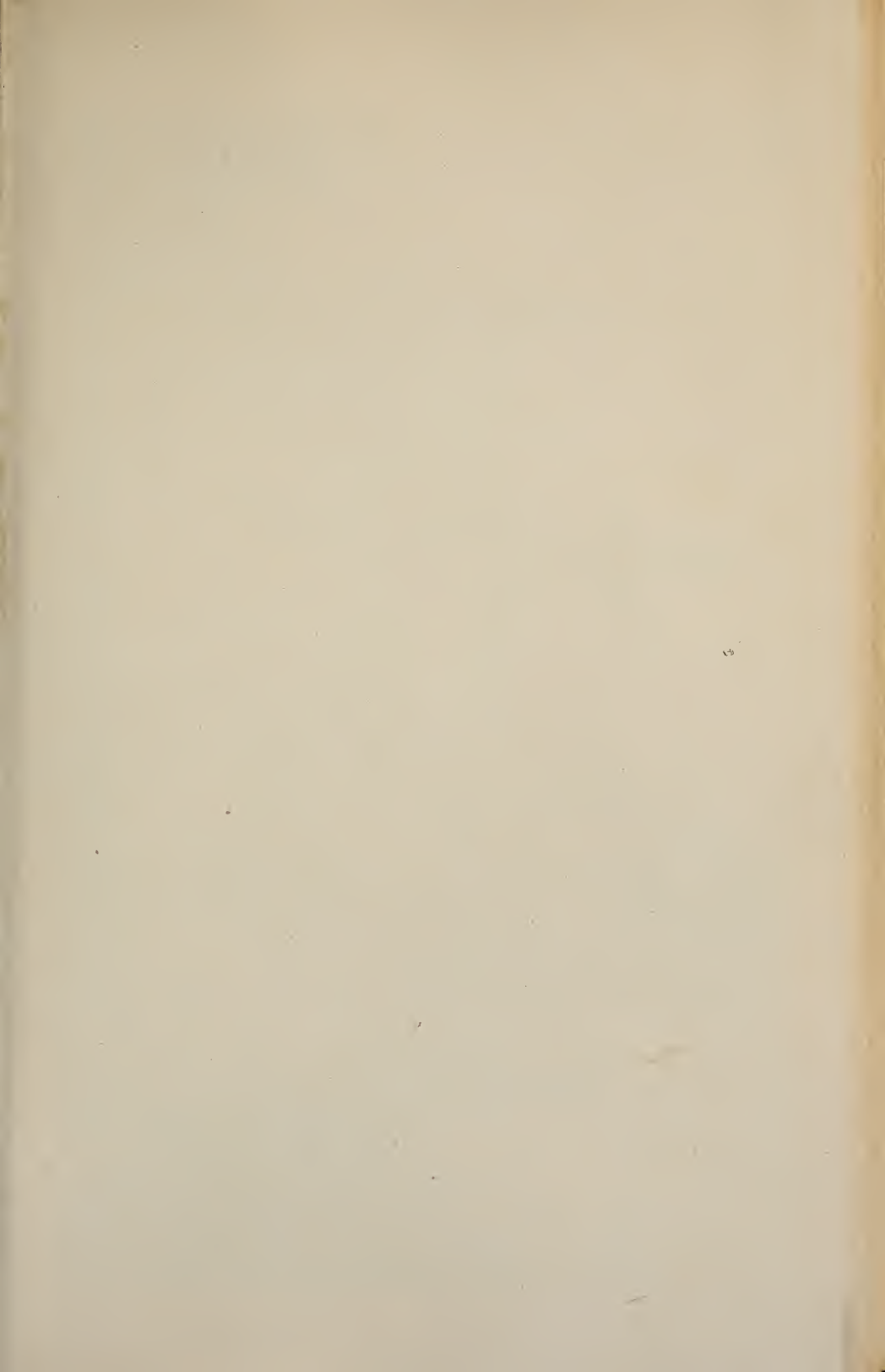
SECOND TERM.

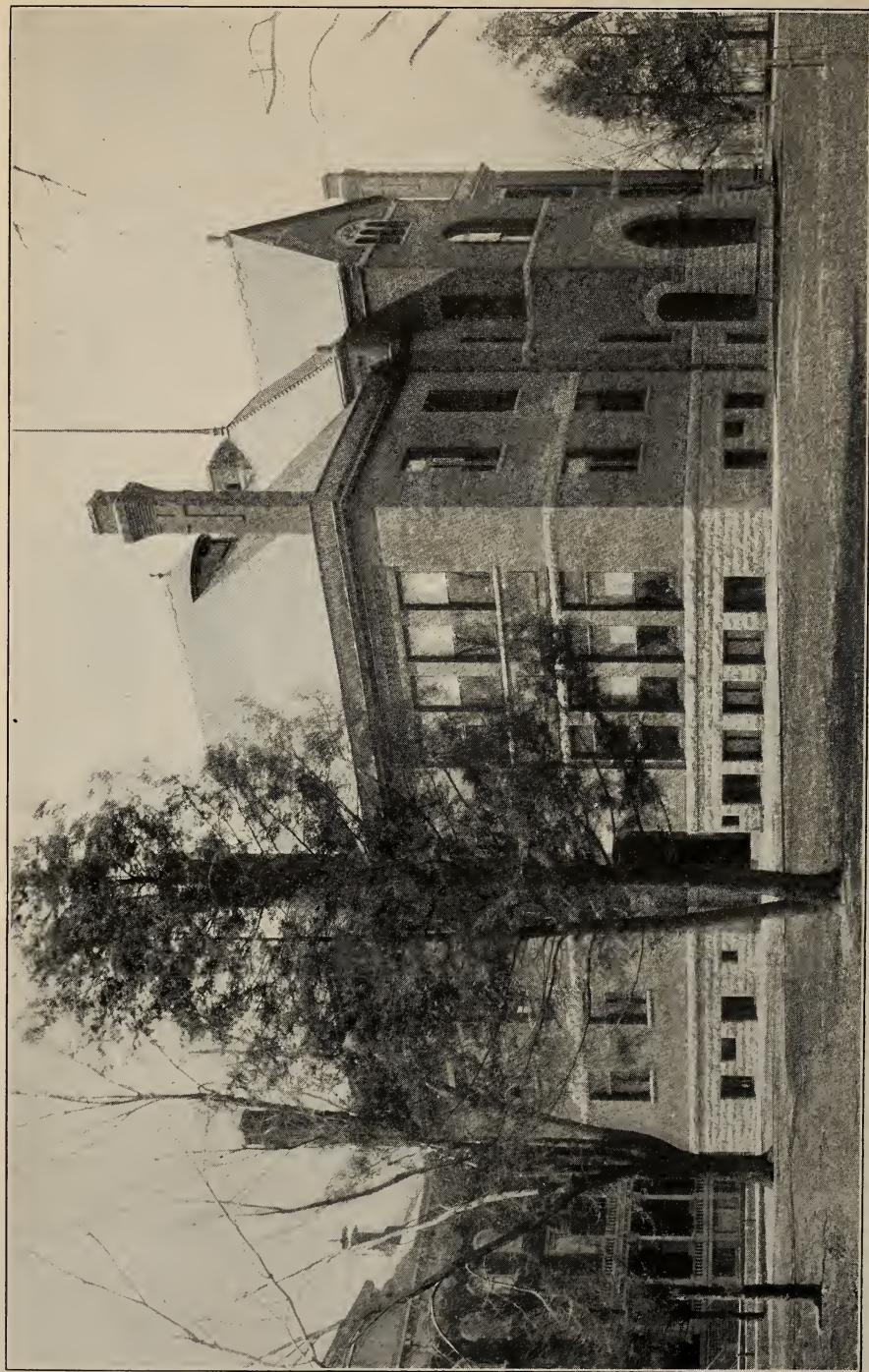
Stepping Stones to Literature, Vol. IV.

THIRD TERM.

Kingsley's Greek Heroes.

For the three terms the following additional books are to be used for supplementary reading: Whittier's Child Life in Verse; Stevenson's Child's Garden of Verses; Heart of Oak, Vol. III; Lights to Literature, Vol. IV; Fifty Famous Stories Retold; Open Sesame, Vol. I; Seaside and Wayside.





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Fifth Year

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The general suggestions made for the fourth grade apply here, but the thought tasks assigned are more difficult than before. The children are required to give the author's main thought, to group as well as to recount the parts of the lesson.

The oral work is the same as for the fourth grade, except that additional emphasis is placed upon gaining the ability to tell the thought clearly and without hesitation. If the articulation is poor, special drill for clearness is given, using single words containing difficult combinations of sound and also short sentences.

FIRST TERM.

Hiawatha.

SECOND TERM.

Stepping Stones to Literature. Longfellow's shorter poems.

THIRD TERM.

Gulliver's Travels. Child Life, Whittier.

Supplementary;— Heart of Oak, IV; Open Sesame, I. Lights to Literature, V:

Burton's Historical Reader.

Sixth Year

The general aim of the work is unchanged. The work of the lower grades, however, has made it possible by this time for the pupils' enjoyment of literature to be more conscious—they begin to feel the fitness of the expression of the thought, to enjoy beauty and vigor of style as beauty and vigor, to perceive, though dimly, the relation of the means in the expression to the effect actually produced. The utmost care is used to keep this work from becoming mechanical and artificial.

Drills for clearness in speech such as are suggested for the fifth grade are given here when necessary; but in this grade, if the articulation is distinct, the teacher works for the easy, free blending of sound. The relation of the drill to the expression of the beauty of the thought is made apparent to the class.

FIRST TERM.

A Dog of Flanders. Book of Poetry (Heath & Co.) Open Sesame, II.

SECOND TERM.

Lights to Literature, VI. Birds and Bees, Burroughs.

THIRD TERM.

Stepping Stones, VI; Heart of Oak, VI; Holmes' Poems.

Seventh Year

The pupils penetrate a little further into the life presented in the literature read, grow a little more conscious of their enjoyment in it, and observe a little more closely the fitness of means to end in the expression. The choice and arrangement of words and details, sentence, structure, rhythm, and tone color in every piece read are more and more carefully observed as means to an understanding of the author's thought and feeling and a help in reading. The pupils in those grades are led to realize that the purpose in oral reading is to reveal thought to some one who listens, and are encouraged to lend themselves generously to that purpose. Some time is spent in committing and reciting gems from the literature used, and in voluntary reading and recitation as a test of the pupil's ability. The articulation drills are adapted to the thought in the selection and to the needs of the individual pupil.

FIRST TERM.

A Man Without a Country. An Introduction to Literature—Lewis.

SECOND TERM.

Julius Caesar. Lights to Literature, VII.

THIRD TERM.

Heart of Oak, V. Stepping Stones to Literature, VII.

Eighth Year.

FIRST TERM.

Tales of a Wayside Inn. An Introduction to Literature—Lewis.
Heart of Oak, V.

SECOND TERM.

The Odyssey (Bryants's translation). Stepping Stones to Literature, VIII.

Merchant of Venice. Lights to Literature, VIII.

Language, Writing, Spelling.

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Primary pupils do most of their writing at the blackboard. When paper is used it has a very wide ruling. Manila paper answers every purpose. Entire words and sentences taken from the lesson in reading or literature are written, and not individual letters. An exception to this is made of certain combinations of small letters which are usually difficult for beginners.

Children learn writing largely by imitation; they see the teacher write the copy on the board.

They need to spell only as they write. The names of the letters as distinguished from their sounds need be learned only when silent letters appear in the written word.

THIRD AND FOURTH YEARS.

Language, spelling, and writing are taught in connection with the other studies, especially geography, literature, and science. These furnish abundant, familiar, and interesting subject-matter, and the motive for either oral or written expression. The aim is fluency, freedom, variety. Corrections spring wholly from the child's needs. Thirty or forty short compositions from each child during the year, written, corrected, and copied under the supervision of the teacher.

Special drill hours for writing are devoted to securing good movement and form. In other subjects requiring writing the child is expected to preserve, first of all, good position and movement. Form to be left to time.

FIFTH AND SIXTH YEARS.

It is believed that the proper attitude of the child toward the relation of language and thought can be best served by making the language work incidental. Every exercise of the school is made to contribute to the child's language training by giving him exercise in thinking and by furnishing an incentive to, and an opportunity for expression. Clearness, accuracy, and ease of expression are believed to result in large measure from clearness, accuracy, and ease in thinking. To this end great stress is laid on the relation of the teacher's questioning to the child's thought and speech.

All studies give opportunity for oral and written composition. The child begins with single sentences in the first grade and passes thru groups of separate sentences on one topic, in the second grade into the paragraphed composition. It is thought that in the first six years the child will become fairly expert in expressing himself connectedly and fairly familiar, thru exercise, with the process of finding and organizing material for a composition. The reaction of good English in teacher and text-book, on the child thru unconscious imitation, and the correction of errors in English whenever the child makes them, are relied upon to secure good language habits in the child. Mistakes in sentence construction, in word forms and in choice of words, are to be corrected in such a way as to make the child as little conscious of the wrong and as actively conscious of the right as possible. Technical matters such as rules for margins, for capitals, for punctu-

Annual Catalog and Course of Study ation, and so on, come to light in connection with the written work. Incidental language work continues thruout the course. In the seventh and eighth grade work in technical grammar and composition is added.

SEVENTH YEAR.

Language Work.

1. Incidental as in grades 1-6.
2. Elementary technical work in composition. The child is to be made aware of the fundamental principles of composition and to be drilled in their application. The general line is two-fold: First, the production of compositions, with the study of the process employed; second, the examination of discourse produced by standard authors, to verify the validity and universal character of the principles discovered by the child in his own work.

Grammar.

FIRST TERM.

Definition of the declarative sentence. Elements essential to a declarative sentence; subject, copula, predicate attribute. Ideas expressed by predicate attributes; as, quality, condition, action, classification, identification, material, etc. Classification of copulas (1) according to form, (2) according to function. The object. The predicate attribute of the object. Modifications of the declarative sentence; the interrogative and the imperative sentence. The noun: definition, the four uses occurring in sentences studied. The pronoun. The verb: definition, classification (1) copulative and attributive, (2) transitive and intransitive.

SECOND TERM.

Comparison of verbs and verbals. The verb phrase: definition, classification (same as for verb). General study of adjuncts: definition, classification (1) according to use, (2) according to form. The co-ordinate conjunction. Analysis of passages of simple literature, adjuncts being described as wholes.

THIRD TERM.

The adjective: kinds, and uses. The adverb: classification according to ideas expressed. The preposition of the prepositional phrase. Nouns used as adjuncts: (1) as adjective adjuncts, (2) as adverbial adjuncts

Review of year's work.

Eighth Year:

FIRST TERM.

The adjective clause: kinds, connectives. The adverbial clause: kinds, connectives. The noun clause: uses. Description of clauses and clause connectives in passages of literature. The verbal: kinds, uses of each kind. Independent constructions. General work on sentence analysis in connection with the special work on clauses and verbals.

SECOND TERM.

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The noun: classes, review of noun constructions, inflection. The pronoun: classes, inflections, rules of syntax. The adjective and the adverb: review of previous work, inflection. Review of the preposition.

THIRD TERM.

The verb: review of work of seventh year, classification according to form, inflection, rules of syntax. The verb phrase: review, classification according to tense, mode, voice, etc. General review of the entire subject, based on passages of literature.

Arithmetic.

The work in number and arithmetic outlined in the Illinois State Course of Study is closely followed thruout the entire eight years' work. Students teaching this subject must familiarize themselves with the course as there outlined.

Geography

The work in Geography is distributed thru the course as follows:

Home Geography, first and second terms, Third Year.

The World as a Whole, third term, Third Year, and first term Fourth Year.

Study of Continents.

North America:

Mississippi Basin and the Region of the Great Lakes; second and third terms, Fourth Year.

Eastern or Atlantic Slope of the United States; first term, Fifth Year.

Pacific Slope of the United States; Possessions of the United States; Canada; Mexico; second term, Fifth Year.

West Indies; Central America; South America; third term, Fifth Year.

Europe; first and second terms, Sixth Year.

Asia: third term, Sixth Year.

Principles of Geography and their application.

Elements of mathematical and physical geography; first term, Seventh Year.

Africa. Australia; and Pacific Islands; second term, Seventh Year. (Make constant application of the principles developed in the previous term)

Continental Study from the causal standpoint; third term, Seventh Year. (North America studied as a typical continent. Eurasia and South America studied by comparison with North America.)

(See Library card catalogue and reference sheets on the topics of course for material for teacher's preparation and for pupils' reading.)

Annual Catalog and Course of Study Make constant use of collections of pictures in the library. Specimens may be obtained from the department of geography for illustration of many topics. (See end of seventh year geography for list of reference books).

Third Year.

FIRST TERM.

Home Geography. Direction and distance: in school room, on campus, between school and home, in general experience of pupils. Methods of telling directions. Surface features of Normal. Excursions to campus to study ridges, valleys, slopes, divides, drainage. Sand modeling, drawing, location of buildings, walks, drives. Surface between school and home, between Normal and Bloomington. View from cupola of main building, map. Relation of railroads, streets, and buildings to surface. Stream work. Excursions to campus, Sugar Creek, or to miniature stream development along Clinton street. Observations on work of running water along streets after rain. Class work based on outdoor lessons. Story of founding Normal. Location of campus. Appearance of campus; how changed. (See Vidette. April 1805 pp. 1-6.) Relation of Normal to Bloomington; street car lines, oldest houses, stores. Study of a farm. Visit farm; fences, fields, surface, drainage, buildings, crops.

Observation work of third year. Simple weather observations for two weeks or one month of each term. Comparison to note change of seasons. Relate to physical science of winter term. (See Ward's Practical Exercises in Meteorology, Chapter I).

SECOND TERM.

Home Geography continued, Review founding of Normal. Limits of Normal. Compare with city of Bloomington as to size, number of people, closeness of houses, streets, stores. Compare with country. Study arrangement, number and character of roads in McLean County. Use county map; sand modeling. Compare roads with those of Montgomery county, Indiana (See McMurry's "Excursions and Lessons in Home Geography" pp. 96-103)

Needs of our daily life and how provided. Study these necessities especially from the standpoint of their production in Illinois in case they are important products of the state.

Food: bread, a study of wheat in Illinois; milk and butter supply of villages and cities, dairying in Illinois, Elgin butter, cheese; market gardening near Normal and Bloomington and in vicinity of Chicago; fruit raising in southern Illinois; raising of cattle, sheep and hogs in Illinois; packing houses of Chicago and other cities of the state; fishing in the Illinois river and Lake Michigan.

Clothing: sources of wool, cotton, silk, rubber.

Shelter: house building by pioneers; kinds and sources of building material to-day,—lumber, stone, brick.

Fuel: kinds and sources in pioneer days and at present; coal mine at Bloomington; coal mining in Illinois.

Simple treatment of government of city and state. Needs of city provided by (1) city, (2) private enterprise, (3) United States government. Government of Normal. Government of Illinois,—a few leading facts. *Illinois State Normal University*

Excursions with the class may be made to the nursery, a market garden a house in process of construction, the coal shaft and brick yards.

Observation work. See first term.

THIRD TERM.

The World as a whole. General view of the world as a whole from study of globe and wall maps, learning names and location of continent and oceans, relating globe and map study to actual directions on the earth. Study of selected regions in the western hemisphere to get variety of surface, climate, and life. Use globe and map, constantly relating them to actual directions and distance in journey lessons. Northern North America: seal fishing or gold mining in Alaska. Southern North America: coffee raising in Mexico. Northern South America: rubber gathering in Amazon Valley, cacao plantation of Venezuela. Southern South America: ranching in Argentina. Western South America: traveling in the Andes. Choose a typical region and bring out transportation facilities by a journey to some particular place. Journey lessons to these regions should give a fund of information concerning direction and distance on the earth, modes of travel and the physical, climatic, and human conditions of the regions visited. The work should center about the child's interests and experience and the relation between us and the people of other lands should be constantly emphasized. Pictures, specimens, and oral description by the teacher should be used freely.

Observation Work. See first month.

Fourth Year

FIRST TERM.

The World as a whole continued. Examine carefully work of third year third term, review briefly. Study of selected regions in the Eastern hemisphere. Southern Africa: ostrich farming. Central Africa: pygmies, wild beasts. Northern Africa: life in the Sahara. Australia: the kangaroo and other animals. Southeastern Asia: tea, ivory. Southwestern Europe: olives. Central and Western Europe: dairying in Switzerland and Holland; a journey along the Rhine. Northern Europe: the Lapps. British Isles: a visit to London; the making of a knife at Sheffield; the building of ships at Glasgow; the making of linen at Belfast.

Summary of the earth as a whole: form, size, diameter, circumference, movements, and their results, zones.

Observation work of fourth year. Simple weather observation for one month each term. (See Ward's Practical Exercises in Meteorology)

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Study* logy, Chapter 1). The sun: time and direction of sunrise and sunset, altitude of sun at noon and length of noon shadow of a fixed object at about first and fifteenth of each month thruout the year.

SECOND TERM.

Mississippi Basin (Rocky Mountains to the Appalachians) and Region of the Great Lakes. Brief introductory study of location, surface, climate and principal rivers. Sand modeling.

Special Topics: prairies; corn; wheat; grazing on the great plains; Pike's Peak; irrigation in the arid regions; cotton; tobacco; sugar; rice. The treatment of each topic should give (1) a clear understanding of the industry and the geographic conditions under which it is carried on in a particular locality, (2) an extension of these ideas to other regions where the industry is important, (3) drill on a few places associated with the industry. Make product maps.

Observation work. See first term.

THIRD TERM.

Mississippi Basin, and region of the Great Lakes, continued.

Examine carefully work of second term. Treat in a similar way the following topics: lumbering in the pine forests of Minnesota; lumbering in the hardwood forests; coal; iron; copper; lead; zinc; petroleum; natural gas; trip on the Mississippi; trip on the Great Lakes; Niagara Falls, scenery and water power. Chicago as a trade center. This last topic should include to some extent a review and summary of the Mississippi Basin and region of the Great Lakes.

Observation work. See first term.

Fifth Year

FIRST TERM.

Brief study of physical, climatic, and vegetation regions of North American as a whole. For classification of vegetation zones, see Herbertson's "Man and His Work," pp. 1-42. Detailed study of Atlantic slope of the United States. Special topics: lumbering on the Atlantic slope; fisheries; building stone; manufacture of cotton, wool, boots and shoes, pottery; Boston as a commercial center; trip on the Hudson; Mohawk Valley and transportation routes; New York City; Washington; fruits and market gardens. Examine carefully work of fourth year, second and third terms. Relate the topics of this term to topics previously studied.

Observation work of fifth year. Weather observation optional. Make careful and systematic study of the apparent movement of the sun thruout the year by observing and recording twice each month time and direction of sunrise and sunset, noon altitude of sun and noon shadow of fixed object. Length of day and night determined from observations. Compare with almanac. Special attention to these points at equinoxes and solstices. Relation of noon altitude at

these dates to our latitude. Relate these observations to climatic conditions of regions studied in regular work. If possible observe sunset from cupola.

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SECOND TERM.

Examine carefully work of three preceding terms.

Pacific slope of the United States. Special topic: salmon fishing on the Columbia; seal hunting in Alaska; lumbering in Pacific State; hops of Willamette valley; raisins in California; gold mining in Colorado; Colorado river and Grand Canon; Yellowstone National Park; Union Pacific Railroad to the coast; other transcontinental railways.

Political study of the United States: states; territories; federal governments; state governments. Map study of groups of states and territories with capitals.

Possessions of the United States, (detached territory): Alaska; Hawaii; Porto Rico; Guam; Tutuila; Philippines. The Philippines need not be studied in detail until the sixth year.

Canada.

Mexico.

Observation Work. See first term. This term offers excellent opportunity to relate topics of observation work to the countries of various latitudes. The seasonal climates of these countries should be studied in the light of the observations made by class.

THIRD TERM.

Examine carefully work of four preceding terms.

West Indies. Study group as a whole, with relation to North and South American. Review Porto Rico. Special study of Cuba.

Central America. The republics including Republic of Panama, treated as a group. Carefully study of Panama Canal.

South American. Physical features, map study and modeling. Compare with North American, climatic condition, wind belts, wet and dry seasons, map of vegetation zones. For vegetation zones see Herbertson's "Man and His Work" and Longman's Atlas. Relate rainfall and vegetation zones to surface features and wind belts.

Special Topic: Rubber production;—a study of the Amazon Basin; rubber culture in Central America and Mexico; rubber manufacture in the United States; coffee culture in Brazil; agriculture and grazing in Uruguay and Argentina; Andes Mountains; their resources and influence on climate and industry; nitrate field. Political study: name, location, capital and something of the government of each country, relation of government to United States.

Exploration in Arctic and Antarctic regions. Relate to observation work of the year.

Observation work. See first term.

Sixth Year.

FIRST TERM.

Europe. Relation of Europe to Asia, Eurasia. Physical features of Europe, modeling, climatic conditions, maps of rainfall and vegeta-

Annual Catalog and Course of Study tion zones. See Herbertson's "Man and His Work" pp. 1-42 and Longman's Atlas for vegetable zones. Ocean voyage New York to Liverpool.

British Isles: physical features; Liverpool; Manufacturing cities; Manchester, Sheffield, Leeds, Birmingham; agriculture in England Ship building at Glasgow; linen industry in Ireland; London, a political study of British Isles. Dependencies named and located.

France: grape culture; skilled industry in France; Paris.

Spain and Portugal; fruits; cork oak; Madrid.

Holland and Belgium: dikes; canals; industries; Amsterdam.

Denmark, Norway, Sweden: surface and coasts of each; products of Denmark; fishing of Norway; lumbering in Sweden.

Observation work of sixth year. Note the geographic bearing of the science for the fall term, and apply this science work in the geography classes. Observe and carefully record positions of several constellations at same hour at intervals of two weeks as long as they are to be found. Relate these observations to the earth's revolution around the sun. As you observe the moon relate the phases to the height of tides, also to time between high tides.

SECOND TERM.

Europe continued.

Germany: down the Rhine, industries and cities of Rhine valley; beet sugar industry; seaports; Berlin; the German army; German schools.

Switzerland: the Alps; tourists in Switzerland; industries.

Italy: position; climate; Po basin; agricultural products; Rome.

Austria-Hungary: down the Danube; industries of Austria; Vienna; the Hungarian plans.

Balkan states: names; location; industries; progress; Constantinople.

Mediterranean Sea: sponge fisheries.

Russia: Extent of Russia in Europe; of Russian Empire; Volga river; agricultural products; manufactures; St. Petersburg; the Czar; route of Trans-Siberian railway.

THIRD TERM.

Asia. Physical features, modeling, climate, vegetation zones, rainfall map, vegetation map. For vegetation zones see Herbertson's "Man and His Work" pp 1-42 and Longman's Atlas. Much of "Man and His Work" may be read by the pupils or to the pupils.

Russia in Asia: careful study of the Trans-Siberian railway and region near it; geographic phases of the War with Japan.

Korea: people; position in Russo-Japanese War; value to Russia; to Japan.

Japan: people; silk industry; other products; recent developments; characteristics of the people in War; government.

China: people; divisions; relation of Manchuria to the Russo-Japanese War. China proper: density of population; tea culture; other agricultural products; skilled hand work; transportation; coal supply; Thibet; government of China.

India: the people; agricultural products; Calcutta; English rule; the Himalayas. Philippines: how obtained by the United States; the people; government; schools; Manila hemp; other products; city of Manila. *Illinois State Normal University*

Other countries: name; location, and a few interesting facts concerning each.

Palestine.

Seventh Year.

FIRST TERM.

Elements of mathematical and physical geography.

Observation work should be carried on systematically and used to aid in interpreting many of the topics of the term.

Relate the science work of the fall term closely to the geography work. In addition make weekly observations of the sun for the term as indicated under fifth year, first term. Daily observations of moon for one month, use sun stick made in manual training. Use the necessary time at the first of term to get the observation work started properly.

Leading topics in mathematical geography. Essential mathematical ideas; form of earth, proofs; size of earth; movements, proofs; change of seasons, causes; varying length of day as observed at home; compare with almanac; length of day for other latitudes. Latitude and longitude; the international date line.

Atmospheric circulation. Circulation of atmosphere by unequal heating show by simple experiments. Relate experiments to circulation on earth. Name; position; extent; and direction of air movements in each planetary wind belt;—doldrums, northeast trades, southeast trades, southwest antitrades, northwest antitrades, horse latitudes, and westerlies;—need to be emphasized. Show by the diagram and by outline map of the world. Conditions necessary to produce rainfall. Rainfall conditions in each wind belt; effect of highlands; cyclones; rainfall in cyclones; cyclones and rainfall in United States east of Rocky Mountains.

Ocean currents. On outline map of world draw ocean currents and name them. Describe the systems of currents. Relate to wind belts. Influence on climate.

Study maps of continents and apply principles developed to the rainfall and vegetation zones of various regions of each continent. (For vegetation zones See Herbertson's "Man and His Work" and Longman's Atlas). Develop ability to apply principles.

In connection with daily observation of moon, study the many interesting facts concerning tides to be associated with the moon's movement. Cause of tides. (See Dryer's Physical Geography pp. 260-264).

SECOND TERM.

Africa; Australia; and islands not yet studied.

Treat Africa and Australia from the causal standpoint. Apply the principles developed in the previous term to a careful study of

Annual Catalog and Course of Study each continent. Physical features; wind belts; distribution of temperature and rainfall; vegetation zones should be mapped and carefully studied in their relation to each other. (See Herbertson's "Man and His Work" pp. 1-42 and Longman's Atlas for vegetation zones. Tarr and McMurry's Complete Geography p. 417 for map)

Mines of South Africa; ostrich farming; the tropical forests; oases and caravans of the Sahara; the Nile valley; interests of European countries in Africa.

Mining; farming; ranching in Australia and New Zealand. Government. Islands.

THIRD TERM.

A causal study of continents. A careful study of North America. Eurasia and South America by comparison with North America. Apply and extend the principles developed in previous terms.

North America. Physical features, wind belts, distribution of temperature and rainfall, and vegetation zones should be carefully mapped and studied in their relation to each other. Similar maps for the United States but in more detail should be made and studied. (See weather charts of the United States in library.)

Selected Industries of North America and the United States studied with reference to geographic distribution.

Location of cities. (See Cooley's "Theory of Transportation" Chapter X, and Journal of School Geography, October, 1897). Transportation routes by rail, canal, and ocean, historic events (See Brigham's "Geographic Influence in American History") should receive attention and their relation to geographic factors strongly emphasized.

Eurasia.

South America.

Reference Books.

The following are some of the books with which each teacher should be acquainted. Other excellent ones along each line are also to be found in the library. Special books are to be used for each topic in the course. Consult the library card catalog and reference sheets.

McMurry's Special Method in Geography.

Teachers' College Record, March, 1901.

Course in Geography for the Chicago Schools.

Heffron: Chalk Modeling.

Maltby: Map modeling in Geography.

Mill: The International Geography.

Stanford's Compendium of Geography, 12 vols.

Herbertson: Man and His Work.

Adams: Commercial Geography.

Chisholm: Handbook of Commercial Geography.

McFarlane: Commercial and Industrial Geography.

Redway: Commercial Geography.

Trotter: Geography of Commerce.

Davis: Physical Geography.
Dryer: Lessons in Physical Geography.
Gilbert and Brigham: Introduction to Physical Geography.
Tarr: New Physical Geography.
Davis: Elementary Meteorology.
Waldo: Elementary Meteorology.
Gillan: Mathematical Geography,
Jackson: Astronomical Geography.
Todd: New Astronomy.
Young: Elements of Astronomy.
Tarr and McMurry: Elementary Geography; Complete Geography;
also the three-book series and five-book series of geographies.
Dodge: Elementary Geography; Advanced Geography.
Darling: Illinois State Supplement.
Report Illinois Farmers' Institute, 1903, state map.
Carpenter: Geographical Readers; North America, South America,
Europe, Asia, Australia.
Rocheleau: Great American Industries.
Rocheleau: Geography of Commerce and Industry.
Herbertson: Descriptive Geography; a separate volume to each of
the six continents.
McMurry: Excursions and Lessons in Home Geography.
McMurry: Type studies from United State Geography.
Andrews: Seven Little Sisters; Each and All.
Carroll: Around the World, 3 vols.
Journal of School Geography.
National Geographic Magazine.
The popular magazines contain much excellent geographic material.
Bartholomew's Handy Reference Atlas.
Century Atlas.
Lippincott's New Gazetteer of the world, 1905.
Longman's School Atlas.
McLean County Plat Book.
Soil Survey of McLean County, Department of Agriculture. Large
county map.

History.

Fourth Year.

Oral presentation from McMurry's Pioneer History Stories, and
Montgomery's Beginner's American History.

FIRST TERM.

Marquette and Joliet's voyage. La Salle on the Lakes and in Ill-
nois. Hennepin's voyage on the Upper Mississippi. George Rogers
Clark at Kaskaskia and Vincennes. The Fort Dearborn massacre.

SECOND TERM.

Boone as hunter and settler in Kentucky. Lincoln's early life;
Robertson and the settlement in Tennessee. Settlement of Marietta
and Cincinnati.

THIRD TERM.

La Salle on the Lower Mississippi. Lewis and Clarke on the Missouri: Fremont on the plains and in the mountains. De Soto's discovery of the Mississippi.

Fifth Year.

FIRST TERM.

The story of Columbus and the discovery; Magellan and the Pacific; Cortez and the Conquest of Mexico; Ponce De Leon; De Soto.

SECOND TERM.

The story of the Pilgrims at Plymouth; Hudson and his trip up the river; Champlain and his expedition; William Penn.

THIRD TERM.

Sir Walter Raleigh; John Smith in Virginia; The early life of Washington to Braddock's defeat; Fremont crossing the Sierra Nevada.

Sixth Year.

FIRST TERM.

Colonial History:—Massachusetts and Virginia.
New York, Pennsylvania, Maryland.
Biography of Stuyvesant.

SECOND TERM

Review of Type Colonies:—Others grouped around the three.
French and Indian war. Biography of Pitt, Montcalm, Franklin.

THIRD TERM.

Mather's History of Illinois.

Seventh Year.

FIRST TERM.

Life in the colonies just before the Revolution.
The Revolutionary War—causes; Patrick Henry. Otis, and the Adamses.
Campaigns thru Burgoyne's Invasion. Text-book—Gordy. Collateral Reading. Scudder's Life of Washington.
Drake's Burgoyne.

SECOND TERM.

The closing campaigns of the Revolution, Franklin, LaFayette. Articles of Confederation. The Philadelphia convention. Adoption of the Constitution.

THIRD TERM.

Hamilton's plans for the new government. The rise of political parties. The Louisiana Purchase. Pioneer life in the west. The cotton-gin and the steamboat. War of 1812.

Eighth Year.

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FIRST TERM.

John Quincy Adams: The tariff controversy; Webster; Calhoun and nullification; the development of the West; history and extension of slavery; The Mexican War, and territorial growth; history of political parties to the Civil War.

SECOND TERM.

Leading campaigns of the Civil War; reconstruction and recent history.

THIRD TERM.

Economic Geography and History.

I. Classification of occupations.

II. Value and utility. How each economic worker is striving in some way to create them.

III. Division of labor and organization of industry. Extent to which they are carried; resulting efficiency; widely scattered sources of materials; wide distribution of the product.

IV. Territorial division of labor. The world an industrial community; railroads, canals, steamship lines but graphic representations of economic force.

V. Comparison of the industrial society of to-day with that of earlier days.

VI. Whence comes the necessity for money? Functions of money. Qualities of good money. Our money now. Something of our money history. The money question of '96.

VII. Special study of a half dozen great industries; such as the wheat, the cotton, the lumbering, the iron and steel, the coal industry. In connection with the last two, trusts, labor-unions, strikes, etc., may be touched upon.

VIII. Our chief exports; whither they go. Ship subsidies. Our imports and whence they come. Balance of trade. Protection *versus* free trade. Other kinds of taxation.

NATURE—STUDY IN THE GRADES.

During the eight years each pupil is supposed to form some real acquaintance with representatives of most of the larger groups of plants and animals found in his neighborhood. He is supposed to make excursions for field study, and to make some observations of living forms kept in the classroom; also some home observations of such forms as he can reasonably be expected to find or keep there.

Pupils are also to learn about the various products of plants and animals that we use daily, for food, clothing, implements, building material, medicine, etc.

He is to be led to consider the relation of the animal to its surroundings and to see how it is adapted to its place of living. How its

Annual Catalog and Course of Study color, form and other characteristics fit it for its place and mode of life. He is to solve many simple problems, such as those of the color of animals, their teeth, their mode of escaping enemies, etc.

Especially is each pupil to be taught to find the meaning of each fact that comes under his observation. In other words, he is to be taught to make the constant endeavor to interpret nature. He is to be led to see that every fact has a meaning and that in many cases he can discover this meaning if he thinks carefully about the fact in all its bearings. Thus the study of nature will become a delightful recreation and not a mere task.

The work of the first four years of the following course has been made full enough to permit some choice in materials. An attempt has been made to secure some continuity in the work and to avoid undue repetition. It is hoped that something in the way of permanent records shall be gradually built up by pupils, in the shape of outline pictures, brief notes, or water colors, and be preserved and added to from year to year. Some of the materials for writing and drawing can be profitably drawn from the objects studied here.

While it is expected that the work outlined here shall furnish suggestions for the main part of the course, yet it is not desired that the life and spontaneity of outdoor work shall be taken away by any "cut and dried" outline, however carefully prepared. Different corresponding seasons bring different features, and these should be studied when they are met, and the interest in them is greatest.

In references C. N. L. means Cornell Nature Leaflets (bound); N. S. R., Nature-Study Review; H. N. S. Home Nature-Study Leaflets; N. O. S., Needham's Outdoor Studies; J. N. M., Junior Naturalist Monthly.

The Bulletin on Humane Education issued by the San Diego Normal, Cal., offers many suggestions, that should be helpful in each of the first four years. Teachers in the grades should familiarize themselves with those topics in it that bear on their particular phases of the work, all teachers of Nature-Study should know and read the Nature-Study review, particularly those earlier numbers which outline the aims and principles of the Subject.

FALL TERM.

Insects: Outdoor observation of "woolly bear" and "yellow bear" caterpillars; (hairy caterpillars, the first reddish brown with black ends, the latter usually tawny thruout) and cabbage, monarch, and sulphur butterflies; means of recognizing, observed actions, and habits. What are they doing?

Birds: Recognition of familiar birds, bluejay, blackbirds or grackles, robin and English sparrow. What preparation for approaching winter is observable in their actions? Note calls or songs of each, actions and general differences in color and size. Outline pictures of some may be colored by the children with crayon. The preceding

work required no formal lessons. The following work on plants admits of some division into definite lessons, or study-recitations.

Plants: Study of trees and their leaves. Why do we plant and care for trees? Recognition of a few large-leaved trees, e. g. the catalpa, sycamore, basswood or linden, tulip-tree, and red oak. In each case try to familiarize pupils with the general tree-forms, bark, leaves, fruit (with appendages and their meaning) twigs, and buds. Which features are best for easy distinguishing of these trees? Uses of wood. (See Keeler's Native Trees).

Try to follow at least two of these trees thru their entire year's life. Note time and kind of autumn coloring; beginning, height, and completion of leaf-fall; time and method of scattering of fruit; in spring note time of appearance and forms of leaves, of flowers, and of fruits. Records of studies may be kept in water colors or in colored crayons and outline pictures where suitable; leaves should be modeled in clay.

Garden: Collection of rather large seeds; beans, peas, sweet peas, cannas, four-o'clocks, castor-beans, etc. (keeping record of those collected). General appearance and use of these plants; develop ability to name plants whose seeds are collected.

WINTER TERM. (Thanksgiving to Christmas)

Household Animals: pets, cat and dog. Wild relatives and ancestors. (See specimens in museum) General features of each, emphasizing those that contribute to success in life. How does it solve the life problem; (this is the important question with these as with most other animals considered in nature-study). What food and how secured, enemies and how eluded, care of young. (See Schmeil; and Hutchinson's "What the Dog is Built to Do.") Kinds of dogs. (J. N. M. Jan. '05.). The rat or mouse may be studied similarly. (Burns' "Ode to a Mouse.")

Plants: The white pine; its importance and products; general form; cone and seeds; needles; their arrangement and duration of life (as shown by scale-sears of terminal buds) arrangements of branches their evidence as to total age of trees; estimate ages of several trees. Evergreen and other Christmas decorations. (N. S. R. Jan. '06)

Physical Science;—1. (After Christmas.) The Lamp Agoonack and Robinson Crusoe used.

II. The Candle. 1. Making of the candle by dipping or molding. 2. How the candle burns.

Weather.—1. Effect of freezing upon water, fruit, vegetables, and soil. Use of cellar. Effect of keeping fruit and vegetables in too warm a place during winter. Use of refrigerator in summer.

2. Effect of cold weather upon us; chapped hands, frost-bites. Precautions against touching pieces of iron or other metals with wet hands and against hitching horses to iron posts in cold weather.

3. Study of the thermometer: 1. Principle of it. 2. Pupils learn to read to 10s of degrees. 3. Record kept of the changes in temperature.

SPRING TERM.

Plants: Grow plants in eggshell forms or in hollowed-out potatoes. Use seeds gathered in the fall, or such as corn, sweet peas, four-o'clocks, and squash or pumpkin. Hole in shell for drainage. Let pupils fill shell with properly mixed dirt, plant their seeds, and label with name and date. Arrange for storage in tray or window box of sand. Keep blackboard record of time of planting, when and how each gets out of the ground, what it does, and how much it grows, every two days until too big for place of growth, when plants may be transplanted to garden or preferably at home. (C. N. L. p. 455). Influence of too much and too little moisture on germination may be tested. Also too deep and too shallow planting. The right depth of planting?

Tree Study:—Opening of buds. Twigs of trees studied in fall should be placed in water indoors. Note differences in ways leaves are folded in bud, effect on final shape of leaf? Any flower buds? (See Lubbock's "On Buds and Stipules"). Differences in arrangement and behavior of bud scales. Compare willow and box elder. Completion of year's tree history started in fall.

Birds: Recognition and songs of meadow lark, oriole, bluebird review of robin, grackles, and others studied in fall, as opportunity offers. Food and nesting habits of these as well as of those studied in preceding fall. During nesting season on a morning following a shower, watch especially the actions of the robins and their attending sparrow or sparrows. Why do the sparrows follow the robins? (Observations that can be made out-doors on the living birds should form the clue to and extent of profitable work here) (C. N. L. pp. 70-71, p. 261, etc.)

Rearing of broods of chickens. Language of the hen; number of ideas or emotions that are expressed by hen's voice and actively responded to by other chickens. (See Cornell Bulletin 212).

Second Year

FALL TERM.

Plants: Report on Success of spring's transplantings, with products, if any.

Trees: Complete study of trees started in spring. Study on the campus and make outlines of the four main types of tree forms, the *columnar*, e. g., Lombardy poplar; *cone-shaped*, hemlock, fir, or spruce; *spherical*, Norway maple; *vase-shaped*, American elm; compare also the *sprawling habit* of the low juniper, and the *weeping habit* of certain mulberries and willows. Classify other trees of the campus on basis of these types of outline.

Opposite-Leafed Trees of Campus: maples, ash, buckeye, and horse chestnut, wahoo and blackhaw. After leaves have fallen, note the conspicuous differences in buds and twigs, and learn to distinguish the different species by them. Record year's history of at

least two. (Outlines for field studies p. 48-: C. N. L. pp. 277-316; & 423.)

Collection of seeds: balsam, poppy, etc. with record, and means of recognizing.

Home plants: growth of paper white narcissus, and Chinese lily, in water with sand and pebbles. (Country life in America, Nov. '04.)

Insects: observation of life histories of moths and butterflies. Best specimens for immediate results are caterpillars of violet-tip, cosmopolitan, and monarch (The first two are covered with scattered branching spines. They may be found on young elms; borage, tansy, or thistle; and milkweed respectively, and placed in insect cages with proper food. To get adults in the spring take cabbage "worms" and swallowtail caterpillar; latter on rue, parsley, wild carrot, etc. and capable of sending out a pair of horns near head when irritated. Results should not be anticipated by teachers telling.) Also look for and keep under observation some of the large green silkworms; the Cecropia, Polyphemus, Luna, or Promethea larvae. Food habits and cocoon-making observed. Where does silk come from? How is it laid into the walls of the cocoons? Special study of cecropia cocoon, making out its structure and remarkable efficiency. (C. N. L.) pp. 167-545) Literary references, e. g.

THE BUTTERFLY.

"Leafless, stemless. floating flower,
From a rainbow's scattered bower,
Like a bubble of the air
Blown by fairies, tell me where
Seed or scion I may find
Bearing blossoms of thy kind."—John B. Tabb.

Prepare a life history of one insect studied.

Squirrels: homes, actions, adaptations, nut-storage for winter. Did a squirrel ever plant an oak, or other tree? How tamed? (C. N. L. pp. 69, 435; J. M. N., Nov. 1903: and Schmeil.)

The humming bird: colors, courage, food

Domestic fowls: recall work with chicken, and study duck or turkey; habits, adaptations, domestication, use to man. C. N. L. p. 517.)

WINTER TERM.

Winter Birds: The Chickadee.

"This scrap of valor just for play
Fronts the North wind in waist-coat gray."—Emerson.

Kinglets, juncos, and others as opportunity offers, record. Food and means of attraction; suet, crumbs, and water pans in places away from cats. Where were these birds before winter came?

Study of the Rabbit: (See Schmeil, Shaler, and Scott.)

Snow Crystals: C. N. L. p. 93).

Combustion:—Air necessary. The alcohol lamp and gasoline stove. Burning of wood and coal. How to put out fires. The friction match. Clothing, houses and barns. Roofs and waterproof clothing. Evapo-

Annual Catalog and Course of Study ration and steam. Making of salt and maple sugar. Making of ice-cream.

Discussion of all notable weather changes during term.

SPRING TERM

Tapping of Maples and Sugar Making. (Vermont Bulletin and C. N. L. p. 431.)

Insects: Emergence of adults from cocoons and pupæ gathered in the fall. Rearing of brood of silkworms. Calendar of molting and other changes. (For care see Farmer's Bulletin No. 154, Kellogg's First Lessons in Zoölogy, N. S. L. July '05.)

Aquarium Studies: Get jars and stock with eggs of toads, frogs, or salamanders from ponds; (latter occur in masses and are usually attached to sticks, etc. Salamander tadpoles relish water cress and also toad and frog tadpoles so they should be governed accordingly.) Try to follow the life history of one, preferably the toad. How many eggs does a toad lay? (A little firsthand work may be done on this by bringing a female toad or frog before laying begins, to find out by dividing the single "laying" into parts and counting. A count made by the nature study class here in the spring of 1905 gave 18,372 as the number of eggs laid by a single toad.) What becomes of them? What will the toad eat? (C. N. L. p. 185, Hodge.)

Birds: Fixing of habits and *songs* of those already studied. Flickers and their habits. Wood thrush; distinguishing marks, habits and song. Learn to whistle it and other birds' songs. Chimney swift: food and adaptations, especially of tail; evening observations about chimneys of training school. Sapsucker, its work on trees of campus, food, and its distinguishing marks. (It frequents especially the Austrian pines, birches and hard maples).

Trees: Completion of study of opposite-leaved trees, with year's records. Study of the common fruit trees and their twigs, preferably peach, apple, and pear. Note occurrence of flower, leaf, and mixed buds; compare behavior of bud scales in apple and pear.

Plant cotton and tomatoes and balsam for fall study and exhibition. Cotton may be planted in hotbeds in small breakable boxes such as berry boxes to facilitate transplanting, and to obtain matured plants in fall. If time permits let pupils make and grow their own window gardens of other vegetables and flowers, in appropriate boxes or "flats" Be careful to get suitable soil that will not cake with frequent waterings. (C. N. L. p. 559-72; Purdue "Window Gardening in School room"). Visits to wild flower garden, and to border beds about main building to learn names of spring flowers.

In early part of July try to set interested pupils to begin study and collection of grasshoppers as outlined for fall of third year. This may be taken up as vacation enterprise in the case of some, and may also be done in latter part of first summer term, by others, in school-room.

Third Year

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FALL TERM.

Summer experience with grasshoppers; frogs, toads, silkworms, observed and cared for since close of school.

Insects: Arrange homes for bringing indoors some of the little garden roadside and woodfolk. (Enclose in ordinary window box or any other substantial box with mosquito netting or screen, and put pebbles or broken tile in bottom, then moss or sand, then well mixed soil, and finally sod part of it with tall grass or sow with grass or oats, for food plants. If covers can be made movable new pastures can be prepared and cover and occupants removed to them as often as desired). For an orchestra, put into this home or "terrarium", crickets, katydids and cicadas. Give every pupil an opportunity to find out the kind of music each makes and how. How they hear, eat, grow and the kind of eggs laid, with the place and manner of laying, can also be made out, with proper care and patience. To catch them molting, forms of all sizes should be obtained which can best be done about the middle of July as was suggested in vacation study. (See leaflet, also Matthew's "Familiar Features of Roadside.") Prepare life history series for comparison with butterflies. Try to get eggs of some other insects also, e. g. Lace-winged fly, tree cricket, (in stems of weeds and of raspberry) cicada in twigs. How many kinds of grasshoppers (locusts) can be found by children? (About ten easily distinguished species can be found in our campus and garden).

Garden: Exhibition of plants started in spring. Study of mature plants. Study of cotton planted in the spring. Early history; near relatives, how indicated. Value to man and to the early settlers of this country; compare tobacco.

Frost Effects. Means of checking by slow thawing, covering, immediate pruning, and by planting resistant varieties. Lists of some more or less resistant plants of garden, made after first killing frosts. Try each of the first three methods in connection with untreated check plant and record results. Visit to greenhouse to study winter housing of plants.

Hyacinths and Daffodils: storing, potting, and forcing, for winter window decoration. (Purdue "Window Gardening in Schoolroom" pp. 20-23).

Birds: Creepers found on trees; nuthatches, brown creepers, and in spring, black and white creeping warblers. Food, habits, and calls or songs of these and of others as opportunity permits. The kingfisher; appearance and habits. (Bird Lore). Coloring of bird outlines with crayon or other materials, to fix color differences.

Bird nests. (C. N. L. p. 575; nests in N. S. laboratory).

Domestic Animals: cow or horse, sheep or pig. Our debt to each. Account for as many of their difference as possible. Other features as

Annual in outlines of animal study in preceding years. (C. N. L. p. 589; J. N.
Catalog and M., Feb. 1905; Schmeil).
Course of *Aquarium:* fish, adaptations, feeding and care of, how he swims.
Study Effect of fish on mosquitoes, and other aquatic forms by means of experiments. (C. N. L. pp. 69, 149, 157). Start Bird calendar in February.

Physical Science

WINTER TERM.

Review of thermometer and its construction. Review burning of coal. Construction of cook stove, direct draught and "base burner" heaters, noticing especially air currents and use of dampers. Use of chimneys. The two systems of heating used in the third grade room at Training School. Radiator and steam pipes. Experiments (1) showing large amount of heat consumed in evaporating a certain quantity of water as compared with the amount required to bring it to the boiling point, and (2) showing the heating effect resulting from the condensation of steam. Ventilation of the third grade room. Heating and ventilating system of the main building.

Sap in the trees in the dead of winter. Recall making of maple sugar. Evaporation of water, including quantitative experiments showing effect of extent of surface, temperature and air currents upon rate of evaporation. Study of Clouds, Rain, Snow, Hail, Frost.

For one month, beginning with the day the new moon is first observed each pupil sketches the appearance of the moon about sunset or sunrise. Each sketch is then properly signed by the observer and dated with the day and hour of observation, then tied in book form with the best of the sketches. When the month's observations are completed the explanation of the causes of these changes is given by the teacher. Four phases are chiefly considered in the explanation, viz., New Moon, First Quarter, Full Moon, Third Quarter. Incidentally the shape, position in space and monthly revolution of the moon about the earth must become clear to the pupil. Apparent diurnal motion of the stars studied is explained. This affords an opportunity for the study of a few of the constellations such as the Great Dipper, Little Dipper, Orion and the Pleiades, and the Pole star. Portions of "Earth and Sky" are read or told to the class.

SPRING TERM.

Keep bird calendar going as indicated below.

Trees: Twigs of elm, pussy willow, etc. as in preceding years. Uses of their wood?

Wild Flowers: As soon as ground thaws in March bring in and place in suitable soil two hepatic bulbs (being careful not to injure others) Watch buds and leaves uncuddle, record. Study in connection with reading lesson on May Day. Mrs. Comstock's Flowers of April & May; C. N. L. p. 391). Follow plant thru seed formation and its preparation for winter, in wild flower garden.

Gardening: Sweet peas, sunflowers, china asters, and corn should be grown by the pupils. The first two should be started early; in ink bottles, with blotters on each desk, and transplanted later, as shown in N. S. R. Jan. '06 p. 30. (Also see C. N. L. p. 379). For styles of record, see C. N. L. pp. 456-66. The corn should be planted for fall study as a preparation for the work on it in geography. (C. N. L. p. 573.)

Study of potatoes; history, planting and care, cooking (See leaflets) Experiments: test for (1) best depth for planting; (2) is it better to plant whole potatoes several "eyes" or single "eyes"; (3) value of potash on growth and productiveness. Nature of scab on scabby potatoes, and its prevention. Other enemies of potato; potato bug, and its early history in United States; life history and prevention. (C. N. L. p. 385; U. S. bulletins).

Birds: Bird Calendar—started in February, return of known birds, dates first seen, place, person; chart kept on board accompanied by pictures. (See charts in N. S. room. also C. N. L. p. 261) Where have birds been? Meaning of disappearance and reappearance of birds. Yearly migration of certain birds e. g. the bobolink and night hawk. Migration in general; the cries of origin, methods of paths followed, etc. (Chapman's Bird Life & N.S. Class paper). The grosbeak; recognition of, action in potato patch, song and call. Tree creepers, if not completed in preceding fall. The myrtle warbler, scarlet tanager, yellow-billed cuckoo: their appearance habits, and food.

Insects: Ants, study of colonies, outdoors and in, their community value relations with plant lice, flickers, relation to ants on campus (N. S. R. Nov. 05; Ways of six-footed; Forbes' work; Comstock's Manual).

Mosquitoes: Make out life history in aquarium. Experiment with goldfish and aquatic insects, such as dragonfly nymphs, cybister and its larva to see if they will eat the developing mosquitoes. (See charts in N. S. room; C. N. L. p. 237; N. S. R. Feb. 06, p. 76).

Fourth Year.

Completion of studies on potato. Review spring work on this, results of experiments, cooking. (C. N. S. quarterly No. 7).

Garden: Study of corn and tobacco preparatory to work in geography. (C. N. L. pp. 397-414; Univ. of Ill. "Corn and its uses", Sargent.) Making of a bulb garden; bulbs may be hyacinths, tulips, narcissus or daffodils, with snow drops, or crocuses of various colors, around the edge. Proper soils, mulching, and methods of cultivation for bulbs. (C. N. L. pp. 597-88; garden leaflet on window gardening for schools; garden magazine, consult index.) This gardening should be actually done by the pupils under proper direction, both in the fall and spring care.

The function of the flower: Make this out in garden, by noting changes that come about in flower as it becomes older. Watch insects

Annual Catalog and Course of Study visiting flowers, see if pollen is being carried and how. Make it clear in a simple way that seeds will not form unless pollen is received in the proper place and at the right time (C. N. L. p. 71).

If time permits the peanut may be studied in garden.

Study and Collection of Seeds and Fruits: How many kinds and shapes can be found? Examples: maple, mountain ash, wahoo, catalpa, milkweed, burdock, lotus, balsam, bean, lettuce, etc. See how the structures found show the plant's way of (1) moving from place to place, (2) tiding itself or its kind over dangers, (3) furnishing food for young, (C. N. L. pp. 72, 409-13; H. N. S. Oct. 1904). Make a collection of 50 to 100 seeds of the five worst weeds in the neighborhood. Why are they the worst? Put seeds in envelopes or small vials, labeled with date, collector, name of place. Estimate number of seeds produced by different plants such as burdock, velvet leaf, and wild carrot. One good sized burdock was estimated to have 43,508 seeds by nature-study class in the fall of 1904. Conclusion as to one method of prevention. Spraying for weeds. (Cornell Agricultural Bulletin 215; employment of Chemical products in destruction of weeds, Sci. American Supplement, No. 1362, Jan. 8, 1902).

Study of the evergreens of campus; distinguishing marks, values of the different varieties. How they shed their leaves. (C. N. L. pp. 333.47; N. S. R. Jan.06). The pine leaf scale and its relatives (Comstock's Manual)

Insects: Study of dragon flies about pond. (N. O. S. pp. 54-72)

The golden rod and its visitors. Fall web worm on box elder, elm, etc. (Should be left outdoors until late, for observation) its prevention.

Apple "worm" its work in apples: how entrance is made; and means of preventing; life history, and work of downy and hairy woodpeckers in holding it in check. Rearing of adults. (C. N. L. pp. 468-72; Cornell Agri. Bulletin 142.)

The leaf-cutter bee; appearance, nest, and work. (Comstock's Manual; specimens and their work may be had from N.S. laboratory.)

Fall Migrating Birds: ovenbird and its song. The wild goose. Study of the crow. (C. N. L. pp. 287 & 501; bulletins).

WINTER TERM.

I. Water of the I. S. N. U.—Source of supply, pump connections, relative pressure at basement and third story, base connections, air-cushions, etc.

II. City water system—Pumping station, guage, standpipe, laying of mains, connections, cut-offs, fire plugs or hydrants, city fire limits, heating cylinders and water front.

III. City fire department and Bloomington fire department.

IV. City sewer system.

V. Sources of springs, rivers, and well supply. The water plane. Percolation of soil moisture. Conservation and use of soil moisture. (Topic studied by experimental work.)

VI. Study of suction forces and lift-pumps. The siphon. Buoyancy of liquids. *Illinois State Normal University*

VII. Solution. Substances soluble and insoluble in water. Substance soluble in alcohol but not in water. Heat changes accompanying solution. Effect of temperature upon solubility.

Garden: Care of bulb garden, removal of covering, etc. Arrangement for a planting to follow the bulb plants; cannas and coleus, for example. (See History of an apple twig. Compare maple and elm. (C. N. L. pp. 317-325; 467-72) "Country Life in America" and Garden Magazine)

Soil: Kinds of soil, acidity of, test for, and correction. Bring in pail of fresh garden soil and let pupils get acquainted with its odor and "feel".

Give handful on paper to each and let them see what they can find in it. There will probably be: (1) Plant fragments of stem and root; or decayed plants, resulting color? What is humus? (2) rock fragments, grit and sand or clay: (3) moisture, find per cent of water by weighing a portion, baking and reweighing; (4) opportunity for air; (5) unseen contents; bacteria and elements of plant-food nitrates, phosphates and potash. In connection with (1) to see the difference between soil with or without decayed plant or animal substance, take a portion and let it heat to a redness over coals in suitable crucible. How the plants are turned into soil; show by (1) crumbling and keeping moist a number of leaves; (2) by placing earthworms in a deep box of loose, moist light-colored soil, with a few dead or green leaves on surface. (C. N. L. pp. 115-24; Ill. Bulletins; Darwin's Vegetable Mold).

Birds: Identification, habits and cry of sparrow hawk. (They nest and roost in northeast gable of main building). The woodpeckers individually and as a group. Contrast foods of each; courting and nesting habits; drumming—"the weeding out of lonesomeness"; its significance? (C. N. L. pp. 269-77) The cow bird and its habits. (C. N. L. p. 262; and Chapman) Redstart and indigo bunting. The purple martin, (about its house) appearance, value, song, relatives. The oriole's; nest; its structure and effectiveness in eluding climbers as cats and squirrels, predatory birds as the jay (Kellogg's Elementary Zool. p. 365) and in securing ventilation for young. (Basket's story of the birds; L. N. L. pp. 515-16)

Insects: Emergence and study of adults, from apple-worms of fall's collection.

Make a study of the insects of the pond. Water as a home for insects; stock jar with water insects such as Cybister, water-scavengers (hydrophilus) whirligig beetles, giant water bugs, and back swimmers; the adaptations and food habits; breathing; contrast locomotion in water and on land; watch several Cybisters eat a piece of raw beef. Difference between bugs and beetles. (Do not try to keep any other bugs in jar with Cybister beetle as it is very voracious. Most of these insects are easily obtained under electric lights or in the ponds early in May.

Cockscomb gall of elm; its cause and inhabitants.

Plants: Leaf movements, occurrence and value; (1) in window plants; (2) day and night positions of clover, bean, honey locust, spurge, Amorpha (just south of walk near Ash St. exit from campus) hibiscus, partridge pea; (3) in sensitive plant (Mimosa) Examine the pulvinus of the bean leaf and leaflet for a partial examination of these movements without muscles. (See Robinson's outlines for Field Studies preface and pp. 7-10, N. S. R. Jan. 06, p. 37; Stevens' Botany pp. 120-27)

Nature Study

5th, 6th, 7th and 8th Grades.

GENERAL STATEMENT. It is not essential that these types be studied in the order here given. If necessary some of these types may be omitted and others studied instead. So far as possible there should be actual study of the specimens by individual pupils. Often too lines of study may run parallel on alternate days or weeks. The various functions should be presented as problems for the pupils to work out as a result of observation and thinking.

Fifth Year

SPRING TERM.

ANIMALS: *The woodpecker:* General habits. The feet, their adaptation to climbing. The tail and its use in climbing. Senses of the woodpecker. The food. The bill and its fitness for the work. The tongue and use. Color of the woodpecker (Hiawatha legends). The voice. Kinds of woodpeckers. Do they migrate? Do they perch? Nesting habits. Mode of flight. Mode of passing from one tree to another. Reasons for this kind of action. Good done by woodpeckers. Harm done by woodpeckers.

The Earthworm: Outdoor study of the earthworm. Kind of soil in which they are most abundant. The castings at the mouths of the holes. Depth and direction of the holes. When found out of the holes. In what part of the burrow the worm stays. Day habits. When birds seek them. Reasons for the facts. How the earthworm crawls. Senses of the earthworm. How it spends the winter. Effect of rain. Effect of hot weather. Effect of earthworms on soil. Good and harm done by earthworms.

The Blackbird. Date of appearance in spring. Winter home. Why he migrates. Spring plumage. Molting. Spring song. Peculiarities of the tail. Color of the eyes. Mode of walking. Why some birds hop. Food. Time of nesting. Kind of nest. Place, and mode of building. Number and kind of eggs. Time of incubation. Care of the young. Their size, color, condition of feathers, etc. Enemies.

The mole; External appearance. Where he lives. How fitted for digging. Study of mole's work. Mole traps. Food. The mole's senses. His enemies. Place live mole on loose soil in a box and watch mode and rate of digging. Good and harm done by moles.

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PLANTS. *The Hepatica*: Date of first appearance in spring. Natural surroundings. Are the leaves you find new or old? Dig up a few plants, one for each four in the class, place in a dish with soil and water. Watch changes. How long does a flower last? Does it close at night? Condition on cloudy and rainy days. Effect of light. (Keep in a room lighted on but one side). Watch development of pistil and leaves. Do not throw away the specimen but set it out in the garden.

The Spring Beauty: Date of appearance. Which comes first, flower or leaf? Condition in winter. Dig up a few plants and study as directed for *Hepatica*. Keep some Spring Beauties and bring directly from the dark to the class. Effect of light. Watch ripening fruit. Kind of flower. Duration of each part.

The Dandelion: Date of first flowering. Opening and closing of the flower, in sun, cloud, and rain. How long a flower lasts. Advantage of the roset arrangement. Use of the bitter taste. The scattering of the seeds. The root.

The Buttercup: Where found. Time of blooming. Parts of the flower and their uses. Use of the color of the flower. Which parts of the flower last longest? Why? Which disappear first? The leaves. The roots.

Sixth Grade

SPRING TERM.

ANIMALS: *A Hawk*: Type of bird of prey. The claws: their number, size, shape, arrangement, strength and use. The bill and its fitness for its work. Color of the hawk. Compare the male and female in size, color, and habits. Mode of life. Should hawks be killed, or should they be protected?

The Salamander: Its form, color, and adaptation to its surroundings. How it swims. Mode of breathing. Can it stay under water? Why does it not drown? Its food and mode of eating. Its teeth. Is it poisonous? Its development. Get eggs and watch their development. (Keep them in ample supply of water.) Watch and time their growth. Examine the gills under a microscope. How long do the gills last? How the salamander crawls. How it spends the winter. Molting.

The Owl: Habits. Character of feathers. Mode of flight. Food, mode of capture and eating. The eyes; reasons for their peculiarities. Adaptation of bill and feet for their use. Position when perching. Colors of the screech owl. Are owls good, or are they bad?

The Bat, Snake, or Turtle. (Select one.) Its habits, food, mode of locomotion, enemies, protection, beneficial or injurious?

Annual Catalog and Course of Study **PLANTS:** *The Larch.* Relations of trunk and branches. Compare with evergreens. The old cones. Look for seeds. The young cones. The staminate flower clusters. The leaves.

The Ash. Recognize by the bark. Appearance. Arrangement of buds. The leaves, flowers, and fruits. Characteristic of the wood. Uses of the wood.

The Trillium. Where found. Underground parts. Parts of the flower. The fruit.

The Pea. Plant seeds. How different from the bean in their germination. Mode of climbing. The leaves. Development of the pods and seeds. Changes in the taste of the growing seed. Reasons for these differences. Condition of the vine in the fall.

Study of trees in the campus (Red-bud, poplar, tulip-tree, etc.)

Seventh Grade

SPRING TERM.

A Snipe. Type of wading birds. Place of living. Adaptation of feet and legs to place and mode of life. Its food. Where and how obtained. Adaptation of neck and bill to mode of getting food. Its color and relation to its surroundings. Where snipe spends the winter. Why? Nesting habits.

The Crayfish. Where found. (After collecting do not carry in water, but in wet grass.) Keep in shallow tank or trough, with stones or bricks on which they can crawl up out of the water. Mode of swimming. Mode of walking in water. Place on the floor. Compare walking in air and in water. Enemies. Modes of protection. Food and mode of eating. Location of the mouth. The mouth parts. The eyes. Their movements. Protection of the eyes. The feelers. Other senses. The eggs and their development. Molting. Crayfish holes. How the crayfish breathes. Beneficial or injurious?

The Snail. Keep snails in a small aquarium, candy jar or fruit jar. Study their modes of creeping. The sense organs. Test their keenness. Mode of breathing. Food and mode of eating. Enemies and modes of protection. Harm and good done. Uses.

Myriapods. (Thousand legs, Centipeds.) Where found: Habits. How different from the earthworm. Kinds of myriapods. Which are they more like, worms or insects? Are they poisonous? Are they injurious?

Trace spring flowers (Bergen's Key and Flora.)

Eighth Grade

FALL TERM.

ANIMALS. *The Quail.* Type of ground bird. Its haunts and habits. How its color is adapted to its place and mode of life. Reasons

for difference in color of male and female. Its food. How is its digestive system adapted to the nature of its food? Beneficial or injurious? Nesting habits. Where found in winter. Why does it not migrate? *Illinois State Normal University*

Spiders. Habits. Kinds of webs and modes of spinning. Uses of web. Food and ways of securing it. Eggs, where laid and how protected. Development. Good and harm done by spiders. How do spiders differ from insects? Kinds of spiders.

The Clam: Where found. Natural position. Mode of locomotion. How the clam shuts its shell. Why it shuts the shell. Why and how it opens the shell. The water currents. Object of these currents. Senses of the clam. Its enemies and modes of protection. Uses of clams.

A Fish. (Minnow, gold fish or perch) Keep in aquarium. Mode of swimming and uses of the different fins. Uses of the colors of fishes. The movement of the mouth and gill covers and the uses of these movements. The eyes. Their movements and range of vision. Senses of fishes. Food and mode of securing it. Enemies and ways of escaping or avoiding them. Why is it usually hard to see fishes in the water? Eggs of fishes and development. Useful products of fishes.

Outdoor study of Birds. Tracing Birds (Chapman).

Study of Migration. Examples and reasons for migration.

Eighth Grade

SPRING TERM.

ANIMALS. Study of a few birds that stay here over winter. Why do they not migrate? Compare in plumage and food with those that migrate.

The Frog: Winter residence. Spring awakening. Voice. Colors of frog and their relation to his surroundings. Mode of swimming, and special adaptation for it. Modes of locomotion on land. Food and mode of eating. Breathing movements. Senses. Enemies and modes of protection. Development. Points in his favor. Does he do harm.

Other examples of animals that hibernate (squirrels, gophers, moles, snakes, salamanders. etc.) Study of hibernation in general.

Dove or Pigeon: Powers of flight. Habits. Food and digestive organs. Nesting habits and rearing of young. Voice. Usefulness, harmfulness. Molting.

Outdoor study of birds. Trace birds (Chapman).

Classify the animals that have been studied in the eight grades.

Learn to know by sight some of the common flowerless plants, such as ferns, mosses, horsetails, lichens, toad stools (not different from mushrooms) puffballs, mold, rust, *Pleurococcus* (not a moss) etc.

Trace plants (Bergen's Key and Flora).

Thruout the various grades extensive use is made of the greenhouse and school garden. In the autumn the chief topics are forms of corollas, adaptation to fertilization, seed dispersion, the collecting

Annual Catalog and Course of Study and labeling of seeds, and other rootstocks and bulbs, the taking up of dahlias, cannas, insect depredations, the order in which various plants succumb to frost. Some peach trees are budded in September.

During the winter the chief studies are the care of potted plants, the different kinds grown, modes of propagation, the pests that infest house plants, the starting of seeds for early spring transplanting. Some apple stocks are grafted. *Children are furnished potted plants for home care.*

In spring the garden is planted with seedlings from the greenhouse, with flowers and vegetables whose seeds were collected during the preceding fall. Home gardens are encouraged. The cultivation of the garden is carried on by the children up till the beginning of vacation.

Physiology.

Sixth Year

WINTER TERM.

Text: Elementary Physiology and Hygiene, Colton.

Topics: Division of labor in the body, bones, muscle and motion, muscles and bones, sensation and motion, circulation of the blood, control of circulation, the blood and lymph, movements of breathing, internal respiration, heating and ventilation, dust and bacteria, excretion.

Eighth Year

WINTER TERM.

Text: Elementary Physiology and Hygiene, Colton.

Topics: Foods and cooking, the digestive system, digestion in the stomach, digestion in the intestines, absorption, hygiene of digestion, nutrition, alcohol, exercise and bathing, the brain, effects of alcohol on the brain. The senses: The sense of sight, taste, smell, hearing, the voice, effects of alcohol on the senses. Tobacco, other narcotics, accidents, what to do till the doctor comes.

Physical Science.

Purpose of study of 5th, 6th, and 7th grades.

1. To afford the pupil an opportunity to formulate what he already knows concerning appliances and such products and forces of nature as touch his every day life.

2. To explain in part at least such appliances as are not under-

stood by him, and to give him something of an acquaintance with the nature and sources of the natural products and forces which touch his everyday life.

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3. To lead him to realize that a further, deeper study of nature will greatly enrich his life.

4. To lead him to view the natural world in the light of causal sequence.

5. To equip him with some facts and principles which underlie any systematic study of Physical Geography and the Biological Sciences.

Fifth Year

FALL TERM.

I. Systems of lighting in common use: Construction of and principles involved in, (1) Incandescent light; (2) Arc light; (3) Kerosene lamp; (4) Gasoline lamp; (5) Gasoline Carburetor; (6) Acetylene lamp.

II. Study of Petroleum, (1) Crude Petroleum, (2) Production, (3) Refinement into commercial products.

III. Coal gas, (1) Manufacture and combustion of coal gas; (2) Kinds or grades of coal; Peat, Lignite, Bituminous, Cannel and Anthracite.

IV. Sources of Coal and Petroleum.

V. Chemistry of combustion. Kindling temperature and burning point.

VI. Application of these facts to lighting studied above.

VII. Brief reference to the history of the production of fire and its influence upon civilization.

WINTER TERM.

Simple experiments in magnetism and static electricity, with Tyndall's six lectures as a guide.

Construction of galvanic cell. Electro-magnets.

Electro-plating.

Physiology.

Sixth Year

FALL TERM.

Elementary Astronomy.

The rotation of the star sphere, the poles and equator.

The eclipse and zodiac.—Apparent annual motion of the sun.

Changes in measured noonday altitude, in the length of day and night.

The planets observed.—Changing position.

The autumn constellations, the milky way.

The movements and phases of the moon, its physical condition.

Eclipses.

The general plan of the solar system.

Seventh Year

FALL TERM.

Elementary meteorology, involving something of a study of the laws and principles governing the mechanics of liquids and gases. The work involves:—

1. Daily observation of the weather conditions. (a) At first mainly non-instrumental, and (b) later, when the reading of the instruments is learned, with fuller instrumental data. This work should finally include barometric pressure, dry and wet-bulb reading, maximum and minimum reading, wind direction and estimated velocity, clouds—amount and kind, precipitation, and the recording of dew-point and relative humidity.

2. In interpreting observations and in explaining instruments, the mechanics of liquid and gases must be experimentally studied.

3. Study of the weather maps, monthly weather reports, and mechanics of Weather Bureau.

4. Keeping of note books. As a guide to the study of theory "About the Weather" should be placed in the hands of the pupils.

WINTER TERM.

Light, sources, reflection and mirrors.

Refraction, prisms, lenses, real images.

The camera, the eye of the ox.

Simple machines; work and force; lever. With lever of first-class are developed: (1) Law of equilibrium or moment of force, (2) Mechanical advantage, (3) Efficiency. Levers of the second and third classes. The pulley; inclined plane. The law of machines (conservation of force) should be emphasized. Work and force. Units of force; units of rate of work. Thruout this term the critic teacher sees that the weather indications are observed and interpreted.

Music

GENERAL DIRECTION FOR ALL GRADES

I. Require erect position of body in all singing; permit no loud singing, especially on low notes where the tendency to produce harsh tones is greatest.

II. Exercise in tone and time tests should be given in all grades.

III. Written lessons, direction for which are given monthly by the supervisor, should be given from time to time in all grades above the first.

IV. Individual singing is to be encouraged in all grades.

V. Accurate pitch is very necessary at all times when pupils sing. A liberal use of the pitch-pipe is therefore urged.

First Year

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- (a) Songs learned by imitation.
- (b) Fundamental elements, such as the scale, simple scale successions, and intervals, together with different rhythmic movements deduced from the song. The book used; A Primer of Vocal Music, Modern Music Series—in the hands of the teachers.

Second Year

- (a) Many of the songs of the first year recalled and sung with closer observation of elements. Additional songs of a character that will admit of similar tonal and rhythmic observation, the preliminary training for sight-reading.
- (b) Sight-reading thru the use of the simplest and most interesting songs and studies.
- (c) Song-singing as pure imitative work thruout the year. The book used: A Primer of Vocal Music—in hands of the pupils.

Third Year

Songs and simple elements of songs learned by imitation.
Songs and technical forms studied, compared and analyzed.
The study of the staff, including sight-reading.
Two-part melodies studied in form of Rounds.
A large part of the work this year is devoted to sight-reading.
Material: The First Book of Vocal Music (Modern Series) in the hands of the children.

Fourth Year

A few songs, and some new elements, learned by imitation.
Songs and technical forms studied, compared and analyzed, including a careful review and study of all the problems of last year.
Sight-reading.
Material: The First Book of Vocal Music.

Fifth Year

- TUNE. (a) Continue development of two-voice work.
(b) Continue study of chromatic tones.
- TIME. (a) Review time problems of the "Fourth Year."
(b) Take up and represent the rested half pulsation.
(c) Four sounds to the pulsation.

- (d) Three sounds to the pulsation.
(e) Syncopation.
(f) Various fractional divisions of pulsation.
- TECHNIQUE. (a) Apply the principles suggested above to the work of the Second Reader Part I.
(b) "In this grade, the positions of the letters, signatures, notes, rests, etc., should be carefully reviewed and a distinct knowledge of them firmly established.
- TEXTS. Second Reader, Part I and II, Normal Music Course.

Sixth Year

- TUNE. (a) Continue work in chromatic tones.
(1) Sharps from above and below.
(2) Flats from below and above.
(b) Take up for study the three forms of the Minor Scale.
- TIME. Review the time problems suggested under "Fifth Year." (b), (c), (e), (f).
- TECHNIQUE. (a) As provided for in the textbook named below, for the working out of the above problems.
(b) Insure familiarity both *practically* and *theoretically* with all forms of notation heretofore used.
- TEXTBOOK. Second Reader, Part I. and II, Normal Music Course.

Seventh Year

- TUNE. (a) Develop three-voice work giving special care to the voices.
(b) Review the Minor scale.
(c) Review chromatic tones as given under "Sixth Year," and pursue more advanced work.
- TIME. There should be occasional systematic review of all time problems.
- TECHNIQUE. Pupils should now have acquired the skill necessary for solving all the problems found in the work in this grade, but minute drill on points still difficult must not be neglected.
- TEXTBOOK. Second Reader, Part II, (including three-voice work in Treble Clef) Normal Music Course.

Eighth Year

- TUNE. (a) Constant, careful work must be done in preparing pupils for different problems which will occur in each succeeding lesson.
(b) Reviewing chromatics.
(c) Reviewing the Minor Scale.

(d) The study of intervals applied to Diatonic and Chromatic modulation. *Illinois State Normal University*

TIME. See suggestions under "Seventh Year."

TECHNIQUE. See suggestions under "Seventh Year."

TEXTBOOK. Introductory Third Reader, and Second Reader, Part II. (Bass Clef work), Normal Music Course.

Hand Work

The guiding principle in preparing the hand work of the first, second and third years is to put thought into it. Some of it is based upon the reading lessons but more upon the literature—Hiawatha. Much of it centers around the "special days" as All Saint's Day, Thanksgiving, Christmas, the February birthdays, St. Valentine's Day, Arbor Day, etc. The first of each month a calendar is made decorated with drawings and pictures appropriate to the month. Many decorations are made for the room—mats, chains, draperies, borders, etc. Stories are illustrated by molding, paper-cutting, and drawing. In the latter part of the year the advanced class does some composition work, illustrated in the same manner.

In the fourth and fifth years more difficult processes than those previously employed are undertaken. The materials used are paper and cardboard, reeds and raffia in basketry, and textiles in weaving. Development in artistic taste in the designs used, and in accuracy in manipulation, is encouraged. Some of the articles made are boxes, trays, notebook covers, booklets, envelopes, baskets, hats, rugs, mats.

In the sixth year a beginning is made in more technical processes requiring a somewhat more elaborate equipment of tools and appliances. For the present the work will include Venetian bent iron work in the construction of easels, card receivers, candle-sticks, vase holders, etc., and knife work in thin wood in making of such articles as pencil sharpener, match scratch, calendar mount, and pen wiper.

In the seventh and eighth years the pupils receive instruction in benchwork in wood in the well-equipped laboratory of the University. They are taught the properties of wood and various other materials and the use of the ordinary woodworking tools in the construction of various articles that are useful in school or at home or are valuable as gifts to friends. These may include: ironing board, clothes rack, pen tray, handkerchief box, shelf, etc.

Art Instruction

TO THE TEACHER

The director meets the teacher once in two weeks. At this time, there are criticisms of the work that has been done and suggestions for the work to follow.

A teacher should be more attentive to the point made in the teachers' meetings than to those given here.

One who attempts merely to follow this outline may do very barren and unsatisfactory work. He must learn to see, and feel, and think, in order to lead the pupils.

He should learn to be quick and keen to understand and appreciate the possibilities of the pupil. The forty children in a room should not be forced into the same narrow way. Each child should find something for himself and express it.

A good drawing is the result of two things—the ideas expressed and the skill of expression—both must grow. In good teaching the first will produce the second.

While a child should not be careless or wasteful he should be free. He should seek a power of his own and be taught to appreciate it.

A teacher should not consider her work a success with only two or three good results. The feeling or attitude of the pupil to his work is the best test.

Any teaching of this subject which makes it hard for the pupil, which frets or worries him or forces him until his work is drudgery is a failure.

AIM

This course is shaped with the hope that children will grow in the appreciation of beauty and in turn make beautiful things.

It is the function of the grades to equip the pupil for the work of advanced courses in the High School, they to do a part toward making men and women of the day. This is not done by giving the little children the work of the older children, by giving them the same problems modified. One who knows the subject and sees its possibilities should find a development from the first grade through the High School and should hold the work in line to that end.

The work of the elementary school is to train the eye to see beauty in things and the mind to express it. The course is therefore a study of nature and of things made by man for their beauty and for a feeling of the pupils' opportunity or duty.

The expression demands the language of form that the child should learn to draw freely; this therefore becomes a part of the work in the grades.

GENERAL PLAN OF WORK

In September the great abundance of beautiful flowers and sprays furnish studies that cannot be surpassed.

The gorgeous foliage and rich color of the fruits and vegetable of October are not less attractive.

The active month of November makes pose study interesting. The boys and girls, dogs, cats, rabbits and birds are full of life.

Interest in pretty things just before Christmas leads to still life studies which are beautiful in shape and beautiful in color.

The study of objects in December will prepare the way for study of the effect of fore shortening and convergence in the appearance of objects in January.

From the middle of February to the middle of March objects may be studied for facts of form, in constrast to the appearance just studied.

This is followed by decoration until the first of May when nature is turned to again. The fresh tender buds and twigs give a dainty gentle feeling for things which may not have been found before.

The study of the works of Masters is a valuable part of the course and should be worked in at suitable places. It is like teaching the children to read good books. Fifteen plates are assigned to each teacher in addition to the pictures in the room the work the teacher may otherwise do.

SETTING OF THE SUBJECT TO THE CHILD

In many cases the subject of form has been substituted for art. The simplest things in form are not the simplest things to a child. We have long made the mistake of leading children through dots, lines and squares to things. By the time we have reached ideas the children are lost—dead.

The work in the first and second years in the school is free expression. Formal work in form study begins in the third year and is carried through the eighth.

Color is the most striking characteristic of form, therefore a color medium is the strongest, second to that is the mass and third the outline.

The work in the primary grades should be on color which may be followed in lower intermediate by mass drawing. In the fifth and sixth years objects may be held by outline. In the seventh and eighth years by light, shade, and color.

The child begins with a color drawing and ends with a color drawing. One is his first fearless, helpless effort. In the other he is master of every element of which the drawing is made

Third Year

Nature Studies:—Movement, simple growth, clean stroke, strong color, big value; use color-ink. Trees, fruits and vegetables, masses, general form and size, strong color, big value, use clay and color. Pose—free expression, action, Mother Goose myths, historical stories, circus children play, people and animals under various conditions; use clay, ink and cutting. Still life studies; simple objects of strong shape, toys, tools, wagons, cars, use clay, ink, pencil, (mass drawing) and cutting.

Position of objects: below the eye; above the eye, toys, boxes, implements, utensils, furniture, buildings. Geometric views; find the views or faces of objects, name the shape of views, make patterns from the object, avoid round objects.

Third Year

SECOND PART.

Nature studies; movements, line of growth, character of stroke size, shape, clear color, simple mass; use color, ink. Trees, fruits and vegetables. Emplacement, mass, form, size, clear color, simple mass; use, color, ink. Pose: Action, emplacement, people, animals, birds, singly and significant groups. Illustrate school work. Use clay, ink, cutting. Still life studies, simple objects, proportions, shape, handling, mass drawing, make bowls, bottles. Use clay, ink, pencil cutting.

Position of objects: Below, above, to the left, to the right common objects of the school and home. Drawing large and free, light pencil, handling. Find geometric views of objects in different positions, proportion, make the views, make patterns from objects.

Fourth Year

Nature studies, movement, line of growth, character of stroke, size, shape. Position on sheet. Use color and ink. Trees, vegetables, emplacement, mass, enclosing form, size of drawing. Use color, clay. Pose, action, emplacement, people, animals, birds, singly and in groups. Illustrate school work, personal experience. Use clay, ink, color. Simple objects Proportions, emplacement, symmetry. Make bottles, jars, bowls, use clay, ink, pencil. Position, distance from the eye, above, below, left, right. Placing, size. Draw from dictation. Geometric views, proportions, name view, find all the views. Place the views. Make patterns from objects and dictation.

Fifth Year

Nature studies. Emplacement. Relation of size, shape, enclosing form. Use color, ink, trees, fruits, vegetables. Proportions enclosing form, silhouette. Use color, clay, ink. Pose. General characteristics, children in familiar attitudes. Day of the week, month. Use clay, ink, color; Objects, proportions, emplacement, show color by value, make bowls, jars, vases. Use clay, ink, pencil. Position as objects, distance from the eye above, below, left, right, all edges. Top and bottom of objects, left and right ends. Geometric views;—all the views, Place of views. Read the views. Teach views of round objects. Make patterns from dictation.

Nature studies: Proportions enclosing form, relation of size, shape, relation of masses. Trees, fruits, and vegetables: Grouping masses, flat tones, two values, naturalistic color. Use clay, color, ink pencil. Pose: Preparation and grouping. Local events—Illustrate occupation. Use clay, ink, color. Still life; group of objects, show color

by value, detail proportions. Make bowls, jars, vases; use clay, pencil. *Illinois*
Position of objects, group of objects, less violent drawing, good shape, *State*
good proportions, placing, size. Geometric views, find views of sur- *Normal*
face not in one. Read views, select views necessary for working draw- *University*
ing, make patterns from drawings.

Sixth Year

Nature Studies: Fore shortening, structure, stem, joints. Characteristic color. Use color, ink, pencil. Tree, fruits, vegetables; Fore shortening, values three related tones, outline. Use clay ink, pencil. Pose. distinguishing characteristics. Pictures, historical stories; national costumes. Use clay, ink, color. Still life: Rendering simple objects outline, color, discuss fitness proportions, make vase and jars. Use pencil color. Position of objects. Teach the use of the pencil in measuring, study of object, above, below, to the left, to right. Geometric views. Show all edges, invisible edge, make working drawing; make patterns from drawings.

Seventh Year

Nature Studies: Structure, stems, joints, bracts. Leave edge, naturalistic growth and color. Composition. Flat background. Three related values, conventional color, use color and pencil, Pose: Characteristic attitudes, many quick sketches. Use clay, ink, color; still life: Rendering single object. Group of objects. The related tones. Make vases, use clay, pencil, color; Position of object, horizon line, vanishing point. Individual study, composition, interiors, exteriors: Geometric views; Fore shortened views, working drawings, make drawings from object, make patterns, detail of objects, lettering.

Eighth Year

Nature studies. Composition values, grouping, arrangement of masses, naturalistic color, conventional color,. Use color, ink, pencil. Pose; expressive attitude and contours. Proportion of figure, composition. Three tones, still life; rendering three related tones, five tones, shapes in spaces, perspective, Grouping, enclosing form. Balance in spaces, two more sets of converging edges. Suggested light and shade.

Gymnastics

First Year

Aim:

- (a) To promote health and normal growth by stimulating the vital functions and relieving the nervous fatigue which comes from enforced quiet and unaccustomed activities
- (b) To perfect or improve already established muscular co-ordinations rather than to introduce new ones i. e. to obtain lightness and freedom in movement.
- (c) To cultivate a habit of prompt response to signals and simple commands and to develop the sense of rhythm, both of which are so necessary to concerted action, and economy of time in later work.

Materials:

- (a) Sitting position, standing position, the turn to left and to right marching for rhythm not step, spacing and alignment in aisles and when marching, the start and halt in march, run or skip.
- (b) Rhythmic and imitation plays, running, hopping, flying, skipping, passing and throwing games, using bean bags and principally games for sense-training.

Second Year

Aims:

Those formulated for first year are controlling principles here. In addition to perfecting already established co-ordinations which involve the unconscious use of the body as a whole, conscious volitional control in localized movements for brief periods is demanded; the distinction between games and gymnastics is begun.

Material:

Gymnastic standing and sitting positions, simplest gymnastic positions for arms and feet, breathing movements. Marching in step with halt in two counts. Games: those of first year continued; and tossing and catching of bean bags and simple competitive games.

Third Year

Aim:

While the hygienic effect of exercise is still the chief end in view, attention should now be given to the prevention of those defects in bearing which commonly manifest themselves as a result of school life. Earnest efforts should be made to assist the formation of those habits of sitting and standing

which result in permanent symmetry: an erect bearing in all recitations should be insisted upon. While avoiding mental strain, accuracy and quickness should be demanded in both gymnastics and games.

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Material:

Gymnastic days' orders as furnished in outline.

Marching: halt with either foot, tiptoe march, touch toe, follow, and balance step.

Games requiring considerable accuracy, quickness, discrimination some judgment.

Fourth Year

Aims:

As outlined for preceeding year, adding a degree of physical endurance while avoiding all excessive demand upon heart and lungs.

Material:

Gymnastic days' orders involving more difficult co-ordinations and the maintenance of conscious muscular control for longer periods, rhythmic setting-up exercise consisting of already well learned movements, one simple march reigen.

Games: bean-bag, tossing and catching with either hand, relay races, short sprints, besides games of preceding years.

Fifth Year

Aims:

As in fourth year.

Material:

Gymnastic days' orders developed from those of preceding year, rhythmic exercises with wands; in spring term jumping, vaulting and short sprints for boys, fancy steps and march reigen for girls; occasional games as time and space will permit.

Sixth Year

Aim:

The promotion of health and normal growth thru the stimulation of activity in heart, lungs and nutritive organs is in this year as important as in the first year. A considerable degree of muscular co-ordination and some physical endurance should be attained, proper habits of bearing should be fixed; leadership, co-operation in games should be developed.

Material:

Gymnastic days' orders, rhythmic exercises with dumb-bells, games, running emphasized for both boys and girls but kept well inside the point of strain. Work in spring term is along the lines indicated for fifth year; shot put with half weight shot added for boys.

Aim:

As outlined in preceding years but with increased care to avoid strain as increased variety of work and growing ambition of pupils make necessary.

Material:

Two-minute setting-up exercises for frequent use as a hygienic measure in school room, gymnasium work for boys and girls in separate classes one-half hour twice a week.

Gymnasium work includes corrective gymnastics, rhythmic work using dumb bells and clubs in alternate years, elementary exercises on heavy apparatus with emphasis on those in which body is suspended and avoidance of those in which weight rests *upon* the arms as in parallel bar work, games including basket ball.

Gymnasium work for girls includes corrective gymnastics, clubs and dumb bells in alternate years, fancy steps and marches, simple exercises on ladder and rings, games including basket ball.

❖❖	STUDENTS	❖❖
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Graduating Class

<i>Names</i>	<i>County</i>	<i>Postoffice</i>
Anderson, Mrs. Ella Goodner.....	Peoria.....	Chillicothe
Anderson, Lillian.....	Peoria.....	Chillicothe
Bennett, Florence May	Indiana.....	LaFayette
Boyd, Clara.....	Sangamon.....	Illiopolis
Brand, Sara Hazel.....	McLean.....	Normal
Bullock, Agnes Irene.	Woodford.....	El Paso
Camp, Druzilla.....	McLean.....	Bloomington
Chamberlin, Marjorie.....	McLean.....	Bloomington
Cherry, Mrs. Mary Bloomer.....	McLean.....	Bloomington
Cline, Jessie Mabel.....	De Witt.....	Clinton
Coith, Clara Louise.....	McLean.....	Normal
Coith, Edna Florence.....	McLean.....	Normal
Cook, Mrs. Dora Edna.....	McLean.....	Bloomington
Damman, Mary Alice	Woodford.....	Secor
Davies, Viola.....	St. Clair.....	East St. Louis
Deane, Georgia Viola.....	McLean.....	Bloomington
Evans, Ruth.....	Greene.....	Whitehall
Ferreira, Mary.....	Morgan.....	Jacksonville
Fry, Nellie Bradford.....	Brown.....	Mt. Sterling
Gingerich, Katherine Evelyn.....	McLean.....	Normal
Gregory, Margaret Esther....	McLean.....	Bloomington
Griggs, Eleanor Hixon.....	McLean.....	Normal
Haney, Ruth Mildred.....	McLean.....	Normal
Hatcher, Ida May.....	Adams.....	Quincy
Hendrickson, Mina Geraldine.....	Adams.....	Quincy
Humphrey, Delphine Samzin.....	Woodford.....	Minonk
Johnson, Hilda Ella.....	Vermilion.....	Rankin
Jones, Ruby.....	Macoupin.....	Virgen
Kleinau, Emma Adele.....	McLean.....	Bloomington
Kline, Ida May.....	McLean.....	Bloomington
Krieger, Augusta May.....	Peoria.....	Peoria

<i>Students' Names, County and Postoffice</i>	<i>Names</i>	<i>County</i>	<i>Postoffice</i>
	McCauley, Rose Aurilla.....	(Indiana).....	Lafayette
	Mamer, Mary	Livingston.....	Odell
	Milliken, Ora Jessie.....	McLean.....	Normal
	Oathout, Edna Mabel.....	Iroquois.....	Cissna Park
	Orendorff, Lotta.....	McLean.....	Bloomington
	Pumphrey, Mary Etta.....	McLean.....	Bloomington
	Roberts, Lois Madeline.....	Macon.....	Decatur
	Rouse Jessie Leverne.....	Peoria.....	Glasford
	Scanlan, Lena Gertrude.....	McLean.....	Bloomington
	Seed, Essie May.....	Lawrence.....	Bridgeport
	Seeley, Esther Beulah.....	McLean	Normal
	Smith, Helen Pitner.....	McLean	Normal
	Stark, Mabel Claire.....	Hancock	Augusta
	Stuckey, Mrs. Blanche Sager.....	McLean.....	Normal
	Symons, Clara Elizabeth.....	McLean.....	Bloomington
	Viox, Eunice.....	Tazewell.....	Delavan
	Waddington, Agnes May.....	Champaign.....	Dewey
	Weber, Laura Mabel.....	LaSalle.....	Losant
	Weir, Lora Agnes.....	Will.....	Joliet
	Barton, Roy Franklin.....	Pike.....	Pleasant Hill
	Black, Raymond Edgar.....	Iroquois.....	Milford
	Gash, Charles Milburn.....	McDonough.....	Macomb
	Johnson, Paul Evangel.....	Morgan	Jacksonville
	Kimmel, Ralph Raymond.....	Richland.....	Olney
	McDowell, Samuel Kline.....	McLean.....	Leroy
	McKean, Leonard Albert.....	Morgan.....	Woodson
	McLemore, William Dennis.....	Mason.....	Mason City
	McWherter, Paul Kester.....	McLean.....	Normal
	Ong, Ira M.....	LaSalle.....	Peru
	Rice, James Edward.....	Menard.....	Greenview
	Smith, Paul McCorkle.....	McLean.....	Normal
	Snapp, Franklin Jacob.....	Lee.....	Parpaw
	Stahl, Elmer Ray.....	Hancock.....	Augusta
	Stice, Henry Sylvester.....	Montgomery.....	Litchfield
	Stuckey, Leo.....	McLean.....	Normal
	Telford, Fred.....	Macon.....	Oakley
	Wilson, Isaac.....	Sangamon.....	Auburn

Two-Year Course

Students who have completed one year's work or more but not two years.'

<i>Name</i>	<i>County</i>	<i>Postoffice</i>
Bastian, Ora Jane.....	DeKalb	Hinckley
Boling, Minnie Pearl.....	McLean.....	Normal
Brown, Leila May.....	McLean.....	Bloomington
Burdick, Ruby Clyde.....	Kane.....	Elgin

<i>Names</i>	<i>County</i>	<i>Postoffice</i>	<i>Illinois State Normal University</i>
Butzow, Bertha Henrietta	<i>Iroquois</i>	<i>Watseka</i>	
Carroll, Edna	<i>McLean</i>	<i>Bloomington</i>	
Churchill, Nell.....	<i>McLean</i>	<i>Bloomington</i>	
Clark, Elsie May.....	<i>Schuyler</i>	<i>Rushville</i>	
Evans, Bertha Elizabeth.....	<i>Tazewell</i>	<i>Pekin</i>	
Gerjets, Adah.....	<i>Menard</i>	<i>Athens</i>	
Glessing, Barbara Frances.. ..	<i>Woodford</i>	<i>El Paso</i>	
Hildreth, Ruby.....	<i>McLean</i>	<i>Normal</i>	
Hoierman, Eleanor.....	<i>McLean</i>	<i>Bloomington</i>	
Holzgrafe, Bertha	<i>Mason</i> ..	<i>Havana</i>	
Jennings, Carlotta.....	<i>Menard</i>	<i>Athens</i>	
Jenny, Elise Beatrice.....	<i>Clinton</i>	<i>Highland</i>	
Kessler, Frances Flower.....	<i>McLean</i>	<i>Bloomington</i>	
Kindt, Florence.....	<i>Cook</i>	<i>Chicago</i>	
Lane, Alpha.....	<i>Macoupin</i>	<i>Medora</i>	
McInnis, Edna.....	<i>Kane</i>	<i>Big Rock</i>	
Mansfield, Esther J.....	<i>McLean</i>	<i>Normal</i>	
Martin, Elizabeth Jane.....	<i>Vermilion</i>	<i>Hoopeston</i>	
Meyer, May	<i>Marion</i>	<i>Centralia</i>	
Moore, Christie....	<i>McLean</i>	<i>Bloomington</i>	
Noonan, Deena Margaret.....	<i>Macon</i>	<i>Decatur</i>	
Patterson, Jessie Marie	<i>McLean</i>	<i>Bloomington</i>	
Powell, Besse	<i>Greene</i>	<i>Carrollton</i>	
Rohrbach, Marietta.....	<i>Ford</i>	<i>Piper City</i>	
Salmon, Margeret.....	<i>McLean</i>	<i>Bloomington</i>	
Sans, Marguerite Marie.....	<i>McLean</i>	<i>Normal</i>	
Schaeffer, Margaret.....	<i>McLean</i>	<i>Bloomington</i>	
Selby Hallie Adelaide.....	<i>Kankakee</i>	<i>Momence</i>	
Sharples, Goldie Imon.....	<i>McLean</i>	<i>Bloomington</i>	
Somers, Bridgie Emma.....	<i>McLean</i>	<i>Bloomington</i>	
Stevens, Ethel Gertrude.....	<i>Jackson</i>	<i>Murphysboro</i>	
Stiegelmeier, Lilly Henrietta.....	<i>Woodford</i>	<i>El Paso</i>	
Stout, Jennie Katherine.....	<i>Cook</i>	<i>Englewood</i>	
Stroheker, Lois Anne.....	<i>Pike</i>	<i>Barry</i>	
Sullivan, Mary	<i>Stephenson</i> ..	<i>Freeport</i>	
Sullivan, Tressa Marcella... ..	<i>McLean</i>	<i>Bloomington</i>	
Terry, Helena.....	<i>Macon</i>	<i>Decatur</i>	
Thompson, Helen Eleonora.....	<i>McLean</i>	<i>Bloomington</i>	
Tillman, Fern Neolia.....	<i>Pike</i> ..	<i>Barry</i>	
Anderson, Harrison Monroe.....	<i>Peoria</i>	<i>Chillicothe</i>	
Barr, Oren Augustus.....	<i>Marion</i>	<i>Odin</i>	
Colvin, Albert.....	<i>McLean</i>	<i>Normal</i>	
Condon, Osmond James.....	<i>McLean</i> ...	<i>Bloomington</i>	
Couch, Edward B.....	<i>Peoria</i>	<i>Hanna City</i>	
Espey, Franklin Stephens.	<i>McLean</i>	<i>Colfax</i>	
Goddard, Asa Paul.....	<i>McLean</i>	<i>Lexington</i>	

Students' Names, County and Postoffice Students who have done less than one year's work in the two-year course.

<i>Names</i>	<i>County</i>	<i>Postoffice</i>
Abney, Bessie.....	Williamson.....	Creal Spring
Allen, Bertha Mae.....	Pike.....	Pittsfield
Borgelt, Clara.....	Mason.....	Havana
Bower, Bess.....	Richland.....	Olney
Champion, Jacqueline.....	McLean.....	Normal
Clark, Ruth, Winifred.....	Marion.....	Centralia
Copple, Esther Pearl.....	Marion.....	Centralia
Coy, Marie Corinne.....	St. Clair.....	East St. Louis
Crabbs, Gertrude.....	McLean.....	Bloomington
Dean, Edith Lou.....	(Nebraska).....	Greenwood
Ellis, Honor Bright.....	McLean.....	Lexington
Engel, Ameda Emma.....	Woodford.....	Eureka
Frank, Minnie Rose.....	McLean.....	Bloomington
Frederick, Helen Hall.....	Ford.....	Paxton
Gibeaut, Mae.....	McLean.....	Bloomington
Green, Jenny Lind.....	White.....	Norris City
Hall, Hazel Gertrude.....	McLean.....	Bloomington
Harpster, Maud Elsie.....	Richland.....	Olney
Inmann, Rose Deane.....	Clay.....	Louisville
Laird, Wila Mae.....	Pike.....	Maysville
Lippert, Leona Amanda.....	St. Clair.....	Bellville
McAdams, Myrtle Mae.....	Greene.....	Carrollton
McMurry, Juliet.....	McLean.....	Bloomington
Morton, Marie Adel.....	Fulton.....	Canton
Moses Cleda Virginia.....	McLean.....	Bloomington
O'Hara, Veronica Mary.....	McLean.....	Bloomington
Pyle, Laura Lee.....	Mason.....	Havana
Ridgley, Nelle Aileen.....	Richland.....	Olney
Robertson, Isa Helen.....	Adams.....	Quincy
Robison, Margaret E.....	Brown.....	Mt. Sterling
Skinner, Adah.....	St. Clair.....	East St. Louis
Swaim, Bertha.....	McLean.....	Bloomington
Underwood, Frances Eliza.....	Fulton.....	Canton
Adams, John Newton.....	Richland.....	Olney
Balmer, Henry William.....	Richland.....	Olney
Crist, Jay.....	McLean.....	Normal
Dillon, Chester Charles.....	McLean.....	Normal
Dingledine, Ira Wilbur.....	McLean.....	Normal
Griggs, Gresham.....	McLean.....	Normal
McLeod, John.....	De Witt.....	Waynesville
Moore, Clifford Walter.....	Richland.....	Calhoun
Ringeisen, Luther Calvin.....	McLean.....	Normal

Three-Year Course

Students who have completed two years' work but not three years'.

<i>Names</i>	<i>County</i>	<i>Postoffice</i>	<i>Illinois State Normal University</i>
Blake, Anna M.	Bureau	Neponset	
Blickenstaff, Susanna	Piatt	Cerro Gordo	
Bookwalter, Grace Mae	Grundy	Gardener	
Draper, Anna	Sangamon	Divernon	
Glessing, Dorothea May	Woodford	El Paso	
Hawkins, Anna	Perry	Tamaroa	
Hickey, Esther	Bureau	Walnut	
Keys, Mary Frances	McLean	Normal	
Knight, Rosa Nellie	LaSalle	Sheridan	
Lease, Alice Clare	Adams	Plainville	
Leonard, Alice	Jo Daviess	Nora	
McCormick, Anna Mildred	Menard	Greenview	
Oathout, Lulu Ellen	Iroquois	Cissna Park	
Olson, Florence Armena	Piatt	Weldon	
Parmelee, Lillian Pearl	McLean	Normal	
Schudel, Emma Evelyn	Macon	Macon	
Triplett, Margaret	Pike	Perry	
Tucker, Lilly Mabel	Knox	Williamsfield	
Vautrin, Minnie	Woodford	Secor	
Worley, Mary Christine	McLean	Normal	
Frantz, Irvin	Piatt	Cerro Gordo	
Hannon, Daniel	Henry	Geneseo	
Reinhart, Otto Edwin	St. Clair	Freeburg	
Ritcher, Henry Adelbert	Madison	Troy	
Smith, James Henry	Pike	Perry	
Solomon, George W.	Macoupin	Palmyra	

Students who have completed one year's work but not two in the three-year course.

<i>Names</i>	<i>County</i>	<i>Postoffice</i>	
Alkire, Elizabeth Genevera	Christian	Assumption	
Bowie, Elizabeth Anderson	Will	Braidwood	
Bowie, Penelope Galt	Will	Braidwood	
Breidecker, Mathilda Christena	St. Clair	Milstadt	
Cales, Ruby Fern	Tazewell	Minier	
Cloyd, Lizzie Lillie	McLean	McLean	
Coen, Eleanor	McLean	Normal	
Collier, Ethel M.	Peoria	Collier's Station	
Fanson, Carrie	Christian	Assumption	
Fuller, Florence	McLean	Normal	
Gilbert, Lorena Clare	McLean	Normal	
Goodyear, Ina Lucile	Tazewell	Morton	
Hendrickson, Mrs. Addie LaRash	McLean	Normal	

<i>Student's Names, County and Postoffice</i>	<i>Names</i>	<i>County</i>	<i>Postoffice</i>
	Hessling, Charlotte.....	Peoria.....	Princeville
	Houston, Catharine Sarah.....	Peoria.....	Princeville
	Kelley, Ida May.....	Logan.....	Atlanta
	Kelley, Ola Blanche.....	Logan.....	Atlanta
	Keys, Anna Ward.....	McLean.....	Normal
	Livingstone, Ethel Maria.....	Peoria.....	Alta
	McTaggart, Louise Hoppin.....	Sangamon.....	Divernon
	Martin, Mary Maude.....	Tazewell.....	Green Valley
	Mendenhall, Myra Almeda.....	Peoria.....	Princeville
	Morrell, Lottie.....	Sangamon.....	Pawnee
	Olivereau, Louise.....	(Wyoming).....	La Bonte
	Outram, Grace Beatrice.....	Livingston.....	Long Point
	Patterson, Bessie.....	La Salle.....	Ottawa
	Salzman, Jonnie Phoebe.....	McLean.....	Danvers
	Ward, Mary Myrtle.....	Scott.....	Glasgow
	Young, Lydia Adelaide.....	Vermilion.....	Rankin
	Appel, George Conrad.....	Carroll.....	Mt. Carroll
	Breidecker, Arthur William.....	St. Clair.....	Millstadt
	Coith, Alvin Theodore.....	McLean.....	Normal
	McKean, Herbert Allen.....	Morgan.....	Woodson
	Matthews, Chelsea Lee.....	Tazewell.....	Mackinaw
	Wierman, Harry Wilson.....	Putnam.....	McNabb
	Wise, Albert Thaddeus.....	Livingston.....	Chatsworth

Students who have completed less than one year's work in the three-year course.

<i>Names</i>	<i>County</i>	<i>Postoffice</i>
Augustine, Hazel.....	Grundy.....	Gardner
Bohrer, Ada May.....	Macon.....	Mt. Zion
Browne, Margaret.....	Grundy.....	Gardner
Buckingham, Clara Mabel.....	Woodford.....	Washburn
Chapman, Myrtle.....	Piatt.....	Cerro Gordo
Church, Marie.....	McLean.....	Bloomington
Cloyd, Mertie Mae.....	McLean.....	McLean
Cooper, Sarah Alice.....	Logan.....	Beason
Darst, Florence Edith.....	Champaign.....	Mahomet
Deahl, Emma Amelia.....	Piatt.....	Cerro Gordo
Dee, Katherine.....	Cook.....	Chicago
Dille, Ora Dell.....	Tazewell.....	Groveland
Dwyer, Nellie Francis.....	Grundy.....	Braceville
Egglestone, Myrtle Laura.....	Mason.....	Natrona
Elliff, Della Marie.....	Tazewell.....	Minier
Fahnestock, Grace Lela.....	Peoria.....	Glasford
Field, Cora W.....	De Witt.....	De Witt
Garvin, Mary.....	Pike.....	Pearl
Gaston, Marguerite.....	Grundy.....	Gardner
Gerber, Leah Belle.....	Tazewell.....	Tremont

<i>Names</i>	<i>County</i>	<i>Postoffice</i>	<i>Illinois State Normal University</i>
Gillham, Rose Adelaide.....	Macoupin.....	Brighton	
Hagener, Emma.....	Cass.....	Beardstown	
Harrison, Della Hazel.....	Logan.....	Chestnut	
Hook, Ida May.....	Moultrie.....	Lovington	
Hubbard, Jessie Pearl.....	De Witt.....	Farmer City	
Hudelson, Mary Helen.....	Pike.....	Chambersburg	
Johnson, Lauretta Mamie.....	Grundy.....	Braceville	
Kerchenfaut, Edith May.....	Ford.....	Gibson City	
McDonald, Elizabeth Mary.....	Grundy.....	Gardner	
Nierstradt, Alma Evelyn.....	Cass.....	Arenzville	
Norris, Hattie Mae.....	Cass.....	Virginia	
Polk, Mabel.....	McLean.....	Bloomington	
Reel, Ella.....	Woodford.....	Secor	
Richards, Edna Ruth.....	Crawford.....	Palestine	
Robinson, Edythe Mae.....	Logan.....	Beason	
Shaver, Elizabeth Fritsalen.....	Sangamon.....	Lowder	
Simon, Lola Agnes.....	Logan.....	Latham	
Smith, Nellie Vivi.....	McLean.....	Randolph	
Staudemeyer, Matilda Marie.....	Woodford.....	Low Point	
Straesser, Grace Anna.....	Peoria.....	Peoria	
Sykes, Laura Cecil.....	Tazewell.....	Peoria	
Thompson, Kate Purcell.....	Crawford.....	Palestine	
Wheeler, Inez Esther.....	Marion.....	Patoka	
Yarcho, Nellie Frances.....	Logan.....	Lincoln	
Zimmerman, Zenobia Anna.....	Logan.....	Mt. Pulaski	
Brock, Ralston Monroe.....	McLean.....	Normal	
Bushee, Ralph Waldo.....	Piatt.....	White Heath	
Fahrnkopf, Charles Frank.....	Macon.....	Decatur	
Field, George Delmar.....	De Witt.....	De Witt	
Findley, Delbert Lee.....	Richland.....	Parkersburg	
Heavener, Floyd Lincoln.....	Ford.....	Piper City	
Hudelson, Clyde Whittaker.....	Pike.....	Chambersburg	
Huxtable, Harold S.....	Woodford.....	Roanoke	
Laughlin, Roy Ernest.....	Lawrence.....	Bridgeport	
Littleton, Earl.....	(Missouri).....	Leonard	
McKenzie, Roy Edward.....	Adams.....	Payson	
Power, Charley George.....	Menard.....	Petersburg	
Shaver, Eugene Larne.....	Sangamon.....	Lowder	

Four-Year Course

Students who have done three years' work or more but not four years'

<i>Names</i>	<i>County</i>	<i>Postoffice</i>
Gray, Edna Blackburn.....	Macon.....	Blue Mound
Martin, Nellie Rebecca.....	Tazewell.....	Green Valley
Trowbridge, Tessie Elizabeth.....	Tazewell.....	Green Valley

<i>Students' Names, County and Postoffice</i>	<i>Names</i>	<i>County</i>	<i>Postoffice</i>
	Barton, William J.....	Pike.....	Pleasant Hill
	Blackburn, Samuel Alfred.....	Madison.....	Fruit
	Glaeser, John Henry.....	Adams.....	Camp Point
	Gray, Francis Stewart	Christian.....	Blue Mound

Students who have completed two years' work or more but not three years' in the four-year course.

<i>Names</i>	<i>County</i>	<i>Postoffice</i>
Conyers, Birdie Ann.....	Cass.....	Tallula
Conyers, Edith.....	Cass.....	Tallula
Dearth, Mabel Althea.....	Woodford.....	Eureka
Fruit, Effie Elizabeth.....	De Witt	Kenney
Harned, Cora Mabel....	Woodford.....	Secor
Helgeland, Lillie Isabel	Ford.....	Elliot
Kingston, Dora Viola.....	Piatt.....	Weldon
Martin, Nettie Mae.....	Logan	Fancy Prairie
Rathsack, Mary.....	Menard.....	Greenview
Rouse, Helen Marion.....	Peoria.....	Glasford
Shiner, Mary Edith.....	McLean	Hudson
Stenzel, Gussie Minnie.....	McLean.....	Bloomington
Styles, Mary Alice.....	Kankakee.....	Kankakee
Buzzard, Guy Ashton.....	McLean.....	Bloomington
Lomibao, Roque Meneseo....	(Philippines).....	Dagupan
Nicdao, Miguel.....	(Philippines).....	Pampanga
Scott, Winfield.....	Pope.....	Allen's Springs
Varela, Vicente.....	(Philippines).....	Bago
Whisnant, Boyd Ernest	Marion.....	Kinmundy

Students who have completed one year's work or more but not two years' in the four year-course.

<i>Names</i>	<i>County</i>	<i>Postoffice</i>
Anderson, Mary Alice.....	Macoupin.....	Macoupin
Barr, Grace.....	Logan	Atlanta
Bates, Laura Ellen.....	McLean.....	Normal
Dees, Blanche Violet.....	Jefferson	Waltonville
Fruit, Cecil Clementine	De Witt.....	Kenney
Kneass, Ellen Louisa.....	McLean.....	Normal
Kurtz, Maggie.....	Wayne.....	Johnsonville
McDowell, Zona Belle....	Johnson.....	Belknap
Morris, Edna Estelle....	Ford.....	Paxton
Mowry, Olive Susan.	Logan.....	Middletown
Parsons, Fern.....	Warren.....	Little York
Pond, Grace Elizabeth.....	Cass.....	Beardstown
Sheeks, Mary Ethel.....	Cumberland.....	Greenup
Showalter, Lillian.....	Grundy.....	Gardner
Sielschott, Grace Addie.....	Mason.....	Kilbourne
Stewart, Della.....	McLean.....	Randolph

<i>Names</i>	<i>County</i>	<i>Postoffice</i>	<i>Illinois State Normal University</i>
Sweeney, Bernadine.....	McLean	Bloomington	
Taylor, Harriet Beatrice.....	Tazewell	Armington	
Werries, Jette Johanna.....	Morgan	Bluffs	
Whitaker, Lousina.....	Logan	Beason	
Zinn, Hattie Lucy.....	McLean	Bloomington	
Albright, Harry Arthur.....	Kankakee	Waldron	
Blackburn, Wilbur West.....	Madison	Fruit	
Bueno, Pablo	(Philippines)	Damaguet	
Dole, Arthur Lucian.....	Kankakee	Manteno	
Harrison, Charles.....	Fulton	Cuba	
Harrison, Grover Cleveland.....	Fulton	Cuba	
Hershey, Claude Earl.....	Montgomery	Oconee	
Joseph, Raymond.....	St. Clair	Freeburg	
McWherter, George Watt.....	McLean	Normal	
Maceda, Sixto.....	(Philippines)	Laguna	
Natividad, Domingo.....	(Philippines)	San Jose	
Pulliam, Madison James.....	Sangamon	Glenarm	
Silvey, Will Chalmers.....	McLean	Hudson	
Weldon, John.....	McLean	Normal	
Wiles, Willard Brooks.....	Marshall	Spier	

Students who have completed less than one year's work in the four-year course.

<i>Names</i>	<i>County</i>	<i>Postoffice</i>
Albers, Lena.....	Douglas	Atwood
Anderson, Julia Ellen.....	Macoupin	Macoupin
Atkeson, Amytis.....	Jersey	Grafton
Beckham, Stella May.....	Macon	Argenta
Benedict, Della May.....	McLean	Ellsworth
Berigan, Gertrude.....	Champaign	Tolono
Bever, Bertha M.....	McLean	Saybrook
Bogardus, Lois Alma.....	Tazewell	Deer Creek
Brannen, Clara Augusta.....	La Salle	La Salle
Brost, Edna Grace.....	Peoria	Peoria
Brown, Ruby.....	Peoria	Trivoli
Bruening, Carrie Mary.....	Morgan	Meredosia
Bruening, Clara Minnie.....	Morgan	Meredosia
Bruening, Martha Margrete.....	Morgan	Meredosia
Buhrman, Linda Maria.....	Madison	Kaufman
Burnett, Agnes Mary.....	Marshall	Sparland
Busch, Anna Maria.....	Ford	Loda
Chance, Leila.....	Piatt	Cisco
Clark, Effie Belle.....	Menard	Petersburg
Conn, Bessie.....	Iroquois	Onarga
Coulter, Cleo Bessie.....	Douglas	Camargo
Craig, Edith Violet.....	McLean	Normal
Craig, Mrs. Emma Estella.....	McLean	Normal

<i>Students' Names, County and Postoffice</i>	<i>Names</i>	<i>County</i>	<i>Postoffice</i>
	Diveley, Mellie Tharasa.....	McLean.....	Bloomington
	Eagelston, Mary Florence.....	Stark	Castleton
	Earhart, Etta Mae.....	Mason.....	Mason City
	Eastman, Pauline.....	McLean.....	Bloomington
	Ernest, Mabel.....	McLean.....	Normal
	Foley, Mary Agnes.....	McLean.....	Bloomington
	Frerich, Hilda.....	Iroquois.....	Danforth
	Fruit, Essie Edna.....	De Witt.....	Kenney
	Gardiner, Adda Florence.....	Piatt.....	Mansfield
	Gentry, Bertha Edna.....	Logan.....	Fancy Prairie
	Gildersleeve, Annie Lucile.....	McLean.....	Hudson
	Grove, Josie.....	McLean.....	Normal
	Grubel, Anna Marie.....	Douglas.....	Camargo
	Hainey, Katie.....	Pike.....	Pittsfield
	Hammers, Mrs. Marion Kent	McLean.....	Bloomington
	Harms, Christina.....	Logan.....	Emden
	Harned, Ruth Vala.....	Hancock... ..	Dallas City
	Hastings, Anna Estella.....	Marshall.....	Sparland
	Helgeland, Pearl Bertine.....	Ford.....	Elliott
	Henderson, Fay.....	Woodford.....	Secor
	Howard, Sara Letha.....	De Witt.....	Clinton
	Hurst, Laurel.....	McLean.....	Normal
	Jenny, Lucia Agnes.....	Clinton.....	Highland
	Johnson, Agnes Kathaleen.....	Will.....	Momence
	Knight, Delsia May.....	Marion	Vernon
	Kruse, Lillie Olga.....	Grundy.....	Dwight
	Kurtz, Ora Blanche.....	Wayne	Johnsonville
	Lloyd, Mrs. Carrie.....	McLean	Bloomington
	Lucas, Hattie Frances.....	Mason.....	Bath
	Lumsden Elizabeth Jemima.....	Piatt.....	Monticello
	Luneak, Elsie.....	De Witt.....	Parnell
	Maffioli, Rose E. P.....	Winnebago	Rockford
	Malley, Mary Elizabeth	Warren.....	Berwick
	Martin, Jennie Odette.....	La Salle.....	Rutland
	Monroe, Opal Nellie.....	McLean.....	Bloomington
	Morris, Jennie E.....	Logan.....	Hartsburg
	Musick, Nora Ava.....	Piatt.....	DeLand
	Newcomb, Hazel Irene.....	(Oklahoma).....	Stillwater
	Newton, Minnie Ruth.....	Hancock.....	Pontoosuc
	O'Dea, Agnes.....	De Witt.....	Clinton
	Oliver, Agnes Anna.....	Will.....	Peotone
	Pond, Frances Alice.....	Cass.....	Beardstown
	Pugh, Mary.....	Mason.....	Mason City
	Rathman, Bessie Victoria.....	McLean.....	Hudson
	Riddle, Mildred Ann.....	De Witt.....	Wapella
	Ridgley, Mabel.....	(Oregon).....	Vale
	Rogers, Lydia Grace.....	Marshall.....	Sparland

<i>Names</i>	<i>County</i>	<i>Postoffice</i>	<i>Illinois State Normal University</i>
Smiley, Edna Mav.....	Tazewell.....	Delavan	
Smith, Beatrice.....	Piatt.....	Bement	
Smitson, Nellie May.....	McLean.....	Normal	
Springer, Mary E.....	McLean.....	Stanford	
Wagner, Maud Eva.....	Tazewell.....	Washington	
Warrick, Frances Edna.....	Logan.....	Beason	
Watson, Helen Vilen.....	De Witt.....	Kenney	
Weldon, Mary Agnes.....	McLean.....	Kerrick	
White, Kathrine Frances.....	Tazewell.....	Washington	
Willard, Nora Mae.....	Mason.....	Topeka	
Williams, Mae.....	McLean.....	Cooksville	
Wilson, Mabel Champney.....	Henderson.....	Oquawka	
Yoder, Mary Ann.....	McLean.....	Normal	
Albright, Walter.....	Fulton.....	Canton	
Bailey, Callin French.....	Richland.....	Parkersburg	
Bauer, Eugene.....	St. Clair.....	Mascoutah	
Beck, Donald Franklin.....	Putnam.....	McNabb	
Bever, Vernon Clifton.....	McLean.....	Saybrook	
Blair, Joseph.....	McLean.....	Normal	
Burke, George William.....	Montgomery.....	Ohlman	
Chism, Chester Ward.....	McLean.....	Normal	
Cooper, Christopher Leonard.....	Will.....	Wilmington	
Coppenbarger, Oscar Harrison.....	De Witt.....	Waynesville	
Cox, Richard.....	McLean.....	Hudson	
Cusey, William Hugh.....	McLean.....	Heyworth	
Davis, Emmet.....	Edgar.....	Hume	
Fischer, Oscar Charles.....	St. Clair.....	Mascoutah	
Flood, Jacob.....	Livingston.....	Cullom	
Fruit, Charles Cleveland.....	De Witt.....	Kenney	
Ivy, Charles Henry.....	Richland.....	Calhoun	
Keefer, Harry Luther.....	Tazewell.....	Delavan	
Leathers, Roy Bird.....	Richland.....	Olney	
Lucas, John Wiley.....	Mason.....	Bath	
McKean Charles Robert.....	Morgan.....	Woodson	
Martin, Robert Richard.....	Greene.....	Eldred	
Moore, Otto William.....	Coles.....	Humbolt	
Nickell, Lester Elias.....	Piatt.....	White Heath	
Peterson, John Whittier.....	McLean.....	Normal	
Poplett, Ray Eldin.....	Ford.....	Guthrie	
Robinson, Fred Melvin.....	Christian.....	Stonington	
Russell, Foster Davis.....	Will.....	Peotone	
Slunaker, Roy Oscar.....	Richland.....	Calhoun	
Stewart, Wilbur Thompson.....	McLean.....	Randolph	
Whitaker, Charles.....	Logan.....	Beason	
Yoder, Lee Owen.....	McLean.....	Normal	
Zimmerman, John Ernest.....	McLean.....	Carlock	

Students'

Names,

County and

Postoffice

Students in Academic Department

<i>Names</i>	<i>County</i>	<i>Postoffice</i>
Cossairt, May.....	Vermilion.....	Potomac
Craig, Edith Marion	McLean.....	Normal
Felmley, Mildred Helen.....	McLean.....	Normal
Felmley, Ruth.....	McLean.....	Normal
Hull, Ina Maurine.....	McLean.....	Bloomington
Kraft, Ida.....	McLean.....	Normal
McCormick, Ella Sudduth.....	McLean.....	Normal
Reeder, Sally.....	McLean.....	Normal
Risser, Nellie May	McLean.....	Danvers
Scott, Myrtle.....	De Witt.....	Wapella
Smith, Alice Orme.....	McLean.....	Normal
Smith, Charlotte Lois.....	McLean.....	Normal
Smith, Lucia Lufkin.....	McLean.....	Normal
Stansbury, Anna.....	McLean.....	Normal
Tucker, Louise.....	McLean.....	Normal
Adams, Louis.....	McLean.....	Normal
Bliss, Emory.....	McLean.....	Towanda
Bliss, Thurman	McLean.....	Towanda
Brown, Clifford.....	McLean.....	Normal
Brown, Edward.....	McLean.....	Normal
Colton, James Zearing.....	McLean.....	Normal
Jinnett, Napoleon Bonaparte.....	Fayette.....	Vera
Johnson, Ebert B.....	McLean.....	Normal
Ogie, Guy Melville.....	McLean.....	Normal
Roderick, Donald.....	McLean.....	Bloomington
Sage, Harold.....	McLean.....	Normal
Scott, Clyde Foster.....	Bureau.....	Ohio
Shinkle, Cassius Edward.....	McLean.....	Normal
Stansbury, Leslie.....	McLean.....	Normal
Tarr, Delford Aaron.....	Livingston.....	Cropsey
Victor, Elmer William.....	McLean.....	Normal

Post Graduate and Special

<i>Names.</i>	<i>County.</i>	<i>Postoffice.</i>
Damon, Jessie Alice.....	McLean.....	Normal
Pollock, Alice.....	Pike.....	Nebo
Pyle Emma Esther.....	Henry.....	Kewanee
Burgner, Grant.....	Champaign.....	Champaign
Newton, Abe Mark.....	Fulton.....	Cuba

Summer School Enrollment

<i>Names</i>	<i>County</i>	<i>Postoffice</i>
Able, Lora Elaine.....	Sangamon.....	Auburn
Abney, Bessie.....	Williamson.....	Creal Springs
Adock, Lois Elinor.....	Warren.....	Galesburg, R. F. D.
Albers, Lena.....	Piatt.....	Atwood
Albers, Susan.....	Piatt.....	Atwood
Alberts, Susan.....	Logan.....	Emden
Alderson, Florence Mabel.....	Adams.....	Kellerville
Alkire, Hazel Ellen.....	Menard.....	Greenview
Allen, Florence Mary.....	Mercer.....	New Windsor
Alles, Cecile Annette.....	Vermilion.....	Danville
Allgaier, Rosa.....	Peoria.....	Glasford
Altevogt, Anna Louise.....	McLean.....	Normal
Amidon, Nelle May.....	Piatt.....	Bement
Anderson, Anna Elizabeth.....	Macoupin.....	Macoupin
Anderson, Cora Lee.....	Henry.....	Orion
Anderson, Mrs. Ella Goodyear.....	McLean.....	Normal
Anderson, Grace Vera.....	Marshall.....	La Rose
Anderson, Lillian.....	McLean.....	Normal
Anderson, Nellie D.....	Marion.....	Centralia
Andrews, Emma Olive.....	Knox.....	Maquon
Andrews, Ivy.....	Fulton.....	Vermont
Anthony, Mary Ann.....	Peoria.....	Peoria
Arber, Florence.....	Peoria.....	Brimfield
Archibald, Margaret.....	Grundy.....	Coal City
Argo, Olga Lois.....	Sangamon.....	Auburn
Armstrong, Inez Irene.....	McLean.....	Normal
Augustine, Hazel LeVanche.....	Grundy.....	Gardner
Ault, Vera E.....	Montgomery.....	Hillsboro
Auten, Naomi.....	Greene.....	White Hall
Bacon, Sylvia May.....	Warren.....	Swan Creek
Baldwin, Minnie Assumpta.....	Livingston.....	Chatsworth
Bally, Esther Lula.....	Woodford.....	Benson
Bally, Hallie.....	Woodford.....	Benson

<i>Summer School Enrollment</i>	<i>Names</i>	<i>County</i>	<i>Postoffice</i>
	Balmer, Margaret Anna.....	Richland.....	Olney
	Baltz, Pauline.....	Knox.....	Galesburg
	Barth, Mary Elizabeth.....	McLean.....	Normal
	Bartoldus, Effie.....	Adams.....	Kellerville
	Bastian, Ora Jane.....	De Kalb.....	Hinckley
	Bates, Jessie Margaret.....	Brown.....	Versailles
	Bates, Laura Ellen.....	McLean.....	Normal
	Bayler, Celia Elizabeth.....	Tazewell.....	Washington
	Beamer, Estelle Edith.....	Macon.....	Decatur
	Beamer, Maude.....	Peoria.....	Laura, R. F. D.
	Beamer, Nannie Lenora.....	Macon.....	Decatur
	Bean, Florence Octavia.....	De Witt.....	Farmer City
	Beck, Maymie.....	Livingston.....	Odell
	Beckham, Stella May.....	Macon.....	Argenta
	Bell, Retta Louise.....	McLean.....	Danvers
	Belt, Minnie Lee.....	Macoupin.....	Bunker Hill
	Benedict, Della May.....	McLean.....	Ellsworth
	Benedict, Lottie Mabelle.....	Woodford.....	Minonk
	Bennett, Effie.....	Morgan.....	Meredosia
	Bennett, Florence May.....	(Indiana).....	Lafayette
	Bentley, Daisy.....	McLean.....	Normal
	Berryman, Nettie.....	McLean.....	Normal
	Betts, Rilda.....	Piatt.....	Hammond
	Bickerdike, Nannie E.....	Pike.....	Griggsville
	Bierbower, Alice.....	McLean.....	Colfax
	Blackburn, Eunice Rebecca.....	McLean.....	Normal
	Blackmer, Stella Alice.....	Stephenson.....	Freeport
	Blake, Anna M.....	Bureau.....	Neponset
	Boggs, Harriet.....	Richland.....	Olney
	Bohnstengel, Clara.....	Marion.....	Centralia
	Boling, Carrie.....	McLean.....	Normal
	Boling, Minnie Pearl.....	McLean.....	Normal
	Boling, Oleata Martha .. .	McLean.....	Bloomington
	Bond, Ada Inez.....	Brown.....	Mt. Sterling
	Bond, Edith Katherine.....	Cass.....	Beardstown
	Bonnell, Hallie Elone.....	Marion.....	Vernon
	Borgelt, Clara.....	Mason.....	Havana
	Boswell, Ona Britton.....	Iroquois.....	Gilman
	Boue, Eleanor May.....	Iroquois.....	Loda
	Bower, Laura May.....	Peoria.....	Brimfield
	Bowie, Elizabeth A.....	Will.....	Braidwood
	Bowie, Penelope Galt.....	Will.....	Braidwood
	Bowman, Flora.....	Peoria.....	Brimfield
	Boyd, Mabel Blanche.....	LaSalle.....	Rutland
	Bradley, Crissie.....	Warren.....	Cameron
	Bradley, Eugenie May.....	McLean.....	Bloomington
	Brandon, Eva.....	Christian.....	Pana

<i>Names</i>	<i>County</i>	<i>Postoffice</i>	<i>Illinois State Normal University</i>
Brannen, Clara Augusta.....	LaSalle.....	La Salle	
Brant, Carrie Edith.....	Richland.....	Olney	
Braumiller, Edna L.	Piatt.....	De Land	
Brayton, Edna J.....	Will.....	Joliet	
Brew, Jessie Naomi.....	St. Clair.....	East St. Louis	
Briestadt, Elsie E.....	Adams.....	Quincy	
Brice, Florence.....	Stephenson.....	Freeport	
Brewer, Edith.....	Menard.....	Greenview	
Bristol, Lettie.....	Jefferson.....	Opdyke	
Brooks, Mary Margaret.....	Knox.....	Hermon	
Brooks, Nell Edith.....	Pratt.....	Atwood	
Brown, Dora Alice.....	Macon.....	Oreana	
Brown, Leila May.....	McLean.....	Bloomington	
Brown, Leota Dee.....	McLean.....	Normal	
Brown, Nannie Mae.....	Tazewell.....	Washington	
Brown, Nina Lorena.....	Mason.....	Havana	
Brown, Sadie Pearl.....	Macon.....	Decatur	
Browne, Margaret.....	Grundy.....	Gardner	
Browning, Clio.....	McLean.....	Normal	
Brownson, Nellie Irene.....	Livingston.....	Fairbury	
Bruening, Carrie Mary.....	Morgan.....	Meredosia	
Bruening, Clara M.....	Morgan.....	Meredosia	
Bruening, Martha M.....	Morgan.....	Meredosia	
Buchanan, Edith Jane.....	Pike.....	Chambersburg	
Buck, Olive.....	Fulton.....	Vermont	
Buckley, Jessie Jean.....	Warren.....	Monmouth	
Bullock, Agnes Irene.....	Woodford.....	El Paso	
Bullock, Lela May.....	Woodford.....	El Paso	
Burdock, Ruby Clyde.....	Kane.....	Elgin	
Burke, Edith Christena.....	Jo Daviess.....	Stockton	
Burner, Ethel Louise.....	McLean.....	Bloomington	
Burnett, Nellie.....	Marshall.....	Sparland	
Burns, Ethel Clarie.....	Macon.....	Decatur	
Burns, Kathryn.....	Mercer.....	Alexis	
Burroughs, Jennie.....	McLean.....	Normal	
Burt, Mrytie Mae.....	Sangamon.....	Divernon	
Busaytis, Margaret.....	Grundy.....	Diamond	
Butcher, Chrystal Alice.....	Christian.....	Puna	
Butzow, Bertha Henrietta.....	Iroquois.....	Watseka	
Cain, Mrs. Martha Jane.....	Madison.....	Godfrey	
Caine, Mary Ann.....	Livingston.....	Cornell	
Caldwell, Bertha.....	Sangamon.....	Auburn	
Cales, Ruby Fern.....	Tazewell.....	Minier	
Calvin, Mary Elizabeth.....	Schuyler.....	Huntsville	
Camden, Susan Pearl.....	Macon.....	Decatur	
Camp, Druzilla.....	McLean.....	Bloomington	
Camp, Elsie.....	McLean.....	Bloomington	

<i>Summer School Enrollment</i>	<i>Names</i>	<i>County</i>	<i>Postoffice</i>
	Cannon, Florence.....	Champaign.....	Ivesdale
	Carlock, Cora Isadora.....	Logan.....	Atlanta
	Carlquist, Laura Estella.....	McLean.....	Bloomington
	Carlson, Clara.....	Cook.....	Chicago
	Carmody, Mary.....	McLean.....	Bloomington
	Carpenter, Georgia Vashiti.....	Ford.....	Piper City
	Carr, Bernice Alberta.....	Tazewell.....	Armington
	Carrington, Carrie Lincoln.....	Iroquois.....	Loda
	Carroll, Edna.....	McLean.....	Bloomington
	Carter, Mabel.....	Livingston.....	Fairbury
	Carter, Nettie.....	Mason.....	Kilbourne
	Casswell, Ethel... ..	Tazewell.....	Delavan
	Caughron, Ethel Lynn.....	Iroquois.....	Milford
	Caughron, Jessie Hendricks.....	Iroquois.....	Milford
	Cavanagh, Elizabeth E.....	Livingston.....	Graymont
	Chalmers, Lou C.....	Franklin.....	Zeigler
	Chamberlain, Eloise Bess.....	Pike.....	Pittsfield
	Chamberlain, Essie.....	Pike.....	Pittsfield
	Chamberlain, Leigh Doane.....	Pike.....	Pittsfield
	Chamberlin, Marjorie.....	McLean.....	Bloomington
	Chambers, Jennie... ..	Edgar.....	Metcalf
	Champion, Jacquelin.....	McLean.....	Normal
	Chance, Leila Glen.....	Piatt.....	Cisco
	Chandler, Lucy Almeda.....	McDonough.....	Macomb
	Cherry, Mrs. Mary C. B.....	McLean.....	Bloomington
	Christians, Daisy.....	Woodford.....	Minonk
	Clark, Effie Bell.....	Menard.....	Petersburg
	Cleary, Elizabeth Cecelia.....	Kankakee.....	Momence
	Cleary, Jennie Margaret.....	Kankakee.....	Momence
	Clement, Pauline.....	Christian.....	Pana
	Cline, Jessie Mabel.....	De Witt.....	Clinton
	Clithero, Jennie D.....	Grundy.....	Mazon
	Coburn, Mildred L.....	McLean.....	McLean
	Coen, Eleanor.....	McLean.....	Normal
	Coith, Clara Louise.....	(Kansas).....	Greenleaf
	Collier, Ethel May.....	Peoria.....	Bartonville
	Collins, Levona Angelina.....	Madison.....	St. Jacob
	Colvin, Grace Stella.....	McLean.....	Normal
	Colvin, Maude Evangeline.....	McLean.....	Normal
	Compton, Lillian.....	McLean.....	Colfax
	Condon, Nellie May.....	McLean.....	Bloomington
	Connard, May.....	Macon.....	Decatur
	Connard, Nellie.....	Macon.....	Decatur
	Connole, Martha L.....	Greene.....	Carrollton
	Conyers, Birdie Ann.....	Cass.....	Tallula
	Conyers, Edith.....	Cass.....	Tallula
	Cook, Mrs. Dora Edna.....	McLean.....	Bloomington

<i>Names</i>	<i>County</i>	<i>Postoffice</i>	<i>Illinois State Normal University</i>
Cooley, Claudia.....	Fulton.....	Canton	
Cooney, Agnes Jennie	Livingston.....	Chatsworth	
Cooper, Rosa Elizabeth.....	Hancock.....	Augusta	
Copple, Esther Pearl.	Marion.....	Centralia	
Coquilette, Tressa M.....	Richland.....	Olney	
Cordes, Maggie	Woodford.....	Benson	
Cordon, Margaret.....	LaSalle.....	Ottawa	
Cosgrove, Jennie.....	LaSalle.....	Seneca	
Coss, Leila.....	McLean	Bloomington	
Council, Alice Hester.....	Sangamon.....	Williamsville	
Council, Flossie.....	Sangamon.....	Williamsville	
Courtright, Iva Lenora.....	Richland.....	Culhoun	
Cowie, Margaret.....	Grundy.....	South Wilmington	
Cox, Ardella Jennie	Madison.....	St. Jacob	
Cox, Edna Pearl.....	Christian.....	Pana	
Cox, Mary Alexia.....	McLean	Hudson	
Cox, Vera.	Moultrie	Lovington	
Cox, Zella Florence.....	LaSalle.....	Grand Ridge	
Craft, Sylvia Bonnell	Stark.....	Bradford	
Craig, Mary Emma.	Warren.....	Kirkwood	
Crain, Maggie Irene.....	McDonough.....	Macomb	
Crandall, Rhoda L	Henry.....	Cambridge	
Cratty, Mary.....	Knox.....	Victoria	
Crawford, Agnes A.....	Kankakee.....	Kankakee	
Creighton, Marguerite E.....	McLean.....	Stanford	
Crinigan, Gertrude M.....	Champaign.....	Ivesdale	
Criswell, Jennie.....	Mercer.....	Seaton	
Crompton, Rosa Alice.....	LaSalle.....	Ottawa	
Cronin, Catharine.....	Christian.....	Assumption	
Cushing, Edna Ellen.....	Bureau.....	Tiskilwa	
Daly, Sady Elinor.....	Jersey.....	Jerseyville	
Damon, Jessie Alice.....	McLean.....	Normal	
Davies, Viola Amelia.....	St. Clair.....	East St. Louis	
Davies, Elsie.....	Peoria.....	Peoria	
Davies, Eugenia Adeline	Piatt.....	Bement	
Davis, Grace Edith.....	Iroquois.....	Crescent City	
Davis, Rosa Evelyn.....	McLean.....	Normal	
Davis, Saide Elizabeth.....	Warren.....	Monmouth	
Dawson, Dott Myrtle.....	De Witt.....	De Witt	
Dawson, Jeanette Belle.....	Piatt.....	Bement	
Day, Emma.....	Piatt.....	Bement	
Dearth, Mabel Althea.....	Woodford.....	Eureka	
Deatherage, Ethel.....	Knox.....	Rio	
Deaton, Flora Lucille.....	Logan.....	Middleton	
DeLane, Katharine.....	Christian.....	Pana	
DeLong, Hazel.....	Tazewell.....	Armington	
Dennis, Merle.....	Brown.....	Versailles	

<i>Summer School Enrollment</i>	<i>Names</i>	<i>County</i>	<i>Postoffice</i>
	Densmore, Marion	Grundy.....	South Wilmington
	Dickson, Gretchen Allene.....	Tazewell.....	Delavan
	Diddle, Mrs. Louise Belle.....	McLean.....	Normal
	Dieffenbacher, Martha.....	Mason.....	Havana
	Dillavou, Ruth Azalia.....	De Witt.....	Clinton
	Dillon, Dora Caroline.....	Sangamon.....	Rochester
	Dimmitt, Merle.....	Pike.....	Griggsville
	Ditto, Wilhelmina	Mercer.....	Seaton
	Dodds, Hortense	McLean.....	Downs
	Donaldson, Elizabeth	Champaign.....	Urbana
	Donohue, Katie Agnes	LaSalle.....	Ottawa
	Doolin, Lizzie Agnes	Livingston.....	Pontiac
	Doty, Adaline.....	Mason.....	Easton
	Draper, Anna.....	Sangamon.....	Divernon
	Drum, Dora Mae.....	Piatt.....	Cisco
	Dubson, Laura Ellen	Piatt.....	Monticello
	Duerkop, Sophia.....	Hancock.....	Sutter
	Duncan, Dora S.....	Macon	Decatur
	Duncan, Lillian Gibbons.....	Adams.....	Quincy
	Dunham, Mrs. Myrtle Arden	Macon.....	Argenta
	Dunseth, Georgia Ethel.....	Tazewell.....	Delavan
	Durflinger, Blanche.....	Macon.....	Niantic
	Dwyer, Anna.....	Henry.....	Annawan
	Edney, Grace.....	Peoria.....	Chillicothe
	Edwards, Ada May.....	Williamson	Marion
	Ehresman, Mary.....	McLean.....	Normal
	Eller, Mollie.....	Christian.....	Pana
	Elliff, Stella Agatha.....	Tazewell.....	Minier
	Elliot, Fannie Josephine.....	Will.....	Wilmington
	Elliott, Mina.....	Pike.....	Griggsville
	Emerson, Grace Elizabeth.....	Macoupin	Modesto
	Ensminger, Edyth.....	Adams.....	Lima
	Ensminger, Nellie.....	Adams.....	Lima
	Epling, Edna Glendora.....	Sangamon.....	Auburn
	Epperly, Lulu Sarah	Menard.....	Tallula
	Erhardt, Lora Blanche.....	Douglas.....	Arthur
	Ernst, Lena.....	Grundy.....	Braceville
	Ernst, Mary.....	Vermilion.....	Hoopeston
	Erthol, Mary Anna Louise.....	Macoupin.....	Hagaman
	Estes, Myrtle Faye.....	De Witt.....	Waynesville
	Estill, Jett.....	Menard	Greenview
	Fait, Frances.....	Sangamon.....	Illioopolis
	Faith, Georgia S.....	Macon.....	Warrensburg
	Faller, Sarah Marie.....	McLean.....	LeRoy
	Fanson, Carrie.....	Christian.....	Assumption
	Fanson, Mary	McLean.....	Normal
	Farrell, Clara	Adams	Fowler

<i>Names</i>	<i>County</i>	<i>Postoffice</i>	<i>Illinois</i>
Farrell, Marie.....	Adams	Fowler	State
Felmley, Ruth.....	McLean	Normal	Normal
Ferguson, Edith Mary.....	Cook.....	Chicago	University
Ferreira, Mary.....	Morgan	Jacksonville	
Fieldhouse, Bernice.....	Peoria.....	Chillicothe	
Fieldhouse, Myrtice L.....	Peoria.....	Chillicothe	
Finrock, Lina Ethel....	De Witt	Waynesville	
Firth, Alice.....	Christian.....	Pana	
Fisher, Carrie Uhland.....	Adams.....	Payson	
Fisher, Doris	Adams.....	Quincy	
Fisher, Orpha May.....	Champaign.....	Fisher	
Fisher, Susie Marie.....	Livingston.....	Pontiac	
Fitzgerrell, Joy Leona.....	McLean.....	Normal	
Fitzpatrick, Cora A....	Sangamon.....	Auburn	
Flatt, Lucretia Ellen.....	Greene.....	Eldred	
Fletcher, Mabel E.....	Macon.....	Deatur	
Flink, Bessie.....	LaSalle.....	LaSalle	
Foose, Mary Gertrude.....	Peoria.....	Elmwood	
Force, Julia Anne.....	Mason.....	Saidora	
Foreman, Gertrude M.....	Pike.....	Pittsfield	
Foster, Claire Elaine.....	Ford	Paxton	
Foster, Kathryn Lorena.....	McLean.....	Normal	
Froelich, Virginia G.....	Macoupin.....	Bunker Hill	
Fruit, Clementine C.....	De Witt	Kenney	
Fruit, Effie Elizabeth...	De Witt.....	Kenney	
Fruit, Elsie Edna	De Witt.....	Kenney	
Fruit, Mattie Ethel.....	Adams.....	Burry	
Gaines, Editha Sara.....	Morgan.....	Jacksonville	
Gallagher, Julia.....	Woodford.....	Minonk	
Gallagher, May.....	Williamson.....	Marion	
Gallup, Lucy Anne.....	Marshall..	Sparland	
Galt, Carrie.....	Sangamon.....	Springfield	
Gard, Lula May.....	McLean	McLean	
Garrett, Marjorie.....	McLean.....	Bloomington	
Geisler, Beulah Rowena.....	Mason.....	Kilbourne	
Gentry, Myrtle Grace.....	Piatt.....	Hammond	
Gerber, Leah Belle.....	Tazewell.....	Tremont	
Gerjets, Adah.....	Menard.....	Athens	
Gift, Clara Edna.....	De Witt.....	Weldon	
Gilmore, Emma Belle.	Tazewell... ..	Delavan	
Gingerich, Katherine Evelyn.....	McLean.....	Normal	
Glessing, Barbara Frances.....	Woodford.....	El Paso	
Glessing, Dorothea May.....	Woodford.....	El Paso	
Goldtrap, Ethel A.....	Piatt.....	Monticello	
Grafton, Clara Lillian.....	Ford.....	Piper City	
Gray, Charlotte.....	Macon.....	Argenta	
Gray, Edna Blackburn.....	Macon.....	Blue Mound	

<i>Enrollment Summer School</i>	<i>Names</i>	<i>County</i>	<i>Postoffice</i>
	Gray, Rebecca.....	Piatt.....	DeLand
	Greene, Edna Lillian.....	Menard.....	Tallula
	Greene, Jenny.....	Vermilion.....	Bismarck
	Greene, Pearl.....	Logan.....	Lincoln
	Grethe, Antonia Lina.....	Piatt.....	DeLand
	Grethe, Augusta B.....	Piatt.....	DeLand
	Griffith, Zelva B.....	Vermilion.....	Catlin
	Griggs, Glen.....	Peoria.....	Glasford
	Griswald, Mary.....	Piatt.....	Cerro Gordo
	Grundy, Eleanor.....	Peoria.....	Alta
	Gulshen, Kathryn.....	Henry.....	Kewanee
	Gunn, Thyra B.....	Adams.....	Quincy
	Gunnette, Caroline V.....	Logan.....	Atlanta
	Habecker, Ida Mae.....	McLean.....	Danvers
	Haffner, Bessie F.....	Fulton.....	Astoria
	Haffner, Nellie Edith.....	Fulton.....	Astoria
	Haffner, Rosella Lemon.....	De Witt.....	Farmer City
	Hagan, Katie.....	Morgan.....	Murrayville
	Haggard, Bertha Blanche.....	De Witt.....	Farmer City
	Hahn, Ada Marie.....	Livingston.....	Dwight
	Haines, Mabel M.....	Livingston.....	Forrest
	Hainey, Katie Florence.....	Pike.....	Pittsfield
	Hale, Daisey Mae.....	Scott.....	Bluffs
	Hall, Charlotte Louise.....	McLean.....	Bloomington
	Hall, Estella Minerva.....	Iroquois.....	Donovan
	Hall, Eva Belle.....	McLean.....	Bloomington
	Hallett, Mary.....	Christian.....	Assumption
	Hamer, Annette T.....	Logan.....	Hartsburg
	Hamilton, Alma Mary.....	McLean.....	Bloomington
	Hancock, Esther F. Jo.....	Fulton.....	Canton
	Hanna, Ferne Edna.....	Tazewell.....	Delavan
	Hanley, Ray Grant.....	McLean.....	Bloomington
	Hanson, Sarah H.....	Kankakee.....	Momence
	Harms, Fannie.....	Woodford.....	Benson
	Harned, Cora Mabel.....	Woodford.....	Secor
	Harper, Ora G.....	Peoria.....	Hanna City
	Harris, Emma.....	Madison.....	Collinsville
	Harris, Leah Mary.....	Jefferson.....	Opdyke
	Harris, Ruth Marguerite.....	Sangamon.....	Auburn
	Harris, Mae Esther.....	McLean.....	Covel
	Hart, Margaretta.....	Knox.....	Williamsfield
	Harty, Annie Cecelia.....	Stark.....	Bradford
	Hawkins, Anna.....	Perry.....	Tamaroa
	Hawks, Mary Ely.....	Piatt.....	Bement
	Hayes, Mary Alice.....	Will.....	Wilmington
	Hayes, Mona Allen.....	McLean.....	Bloomington
	Hazeman, Mary.....	LaSalle.....	Leland

<i>Names</i>	<i>County</i>	<i>Postoffice</i>	<i>Illinois State Normal University</i>
Hediger, Cleda Louise.....	Madison.....	Highland	
Hegarty, Margaret.....	Sangamon.....	New Berlin	
Held, Dena.....	Menard.....	Petersburg	
Helgeland, Serena Paulina.....	Ford.....	Elliott	
Hendricks, Pearl Ethol.....	Piatt.....	Lintner	
Herman, Lena Rosaline.....	Iroquois.....	Cissna Park	
Herman, Linda.....	Madison.....	Highland	
Hervey, Imah Cynthia.....	Peoria.....	Dunlap	
Hessling, Charlotte.....	Peoria.....	Princeville	
Hester, Faye.....	McLean.....	Saybrook	
Hewitt, Lola Grace.....	Marion.....	Centralia	
Heyl, Elsie Thusnelda.....	Mason.....	Manito	
Hickey, Esther.....	Bureau.....	Walnut	
Higgins, Aggie.....	Pike.....	Pittsfield	
Hildreth, Ruby.....	McLean.....	Normal	
Hileman, Eva Jane.....	McLean.....	Bloomington	
Hiles, Rosa.....	McLean.....	Normal	
Hill, Jessie May.....	McLean.....	Cropsey	
Hilpert, Clara May.....	McLean.....	Stanford	
Hilts, Laura.....	McLean.....	Towanda	
Hinsey, Mamie E.....	Macon.....	Cerro Gordo	
Hintz, Emma.....	Macoupin.....	Bunker Hill	
Hitchcock, Elizabeth.....	McLean.....	Normal	
Hobson, Mary Frances.....	Macon.....	Oreana	
Hodgson, Florence.....	Moultrie.....	Sullivan	
Hoierman, Eleanor.....	McLean.....	Bloomington	
Holcomb, Olga Alexandria.....	Greene.....	Roodhouse	
Holliger, Florence B.....	Madison.....	Highland	
Holloway, Leona Pearl.....	Iroquois.....	Watseka	
Holzgrafe, Bertha J.....	Mason.....	Havana	
Hopper, Anna.....	Morgan.....	Jacksonville	
Horney, Lyle Grace.....	Madison.....	Granite City	
Hougham, Margaret F.....	McLean.....	Fairbury	
Howell, Florence Nellie.....	McLean.....	Le Roy	
Hoye, Lizzie Mae.....	Grundy.....	South Wilmington	
Hoye, Nettie.....	Grundy.....	South Wilmington	
Huff, Mary Lois.....	Greene.....	Rockbridge	
Hughes, V. Hattie.....	Mason.....	Kilbourne	
Hughett, Martha L.....	Morgan.....	Jacksonville	
Humphrey, Anabel.....	McLean.....	Normal	
Humphrey, Delphine Tamazin.....	Woodford.....	Minonk	
Humphreys, Pauline.....	De Witt.....	Midland City	
Hunter, E. Edna.....	Peoria.....	Chillicothe	
Ingles, Cornelia.....	Schuyler.....	Rushville	
Irving, Julia.....	Woodford.....	Metamora	
Jacoby, Ella.....	Bureau.....	Arlington	
Jencks, Nettie Grade.....	La Salle.....	Ottawa	

*Summer
School
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<i>Names</i>	<i>County</i>	<i>Postoffice</i>
Jenkins, Gertrude.....	De Witt.....	Clinton
Jenkins, Sylvia.....	De Witt	Clinton
Jennings, Carlotta.....	(California)	Los Angeles
Jenny, Elise Beatrice.....	Madison.....	Highland
Johnson, Carrie Nettie.....	Cass.....	Chandlerville
Johnson, Ethel.....	Fulton.....	Farmington
Johnson, Lauretta Mamie.....	Grundy.....	Braceville
Johnson, Linda.....	Ford.....	Paxton
Johnston, Jennie	McLean.....	Normal
Jones, Annie Merrill	Macoupin.....	Virden
Jones, Ruby.....	Macoupin.....	Virden
Jones, Susie Evelyn.....	Woodford.....	Secor
Kalkbrenner, Tillie.....	Marion.....	Centralia
Kaufman, Cora Anne.....	Grundy.....	Gardner
Keane, Abbie.....	Henderson.....	Raritan
Keller, Amanda Daisy.....	Peoria.....	Peoria
Keller, Mae.....	Peoria	Peoria
Kemp, Anna Bell.....	De Witt.....	Kenney
Kendall, Maud May.....	Peoria.....	Elmwood
Kennedy, Mae	McLean.....	Normal
Kershaw, Ruby Lavina.....	Piatt.....	Cisco
Kershner, Grace K.....	McLean.....	Normal
Kershner, Lide.....	McLean.....	Normal
Kessler, Frances Flower.....	McLean.....	Bloomington
Kesting, Cora.....	Ford.....	Roberts
Keys, Mary Frances	McLean.....	Normal
Kiefer, Katherine Rosalie.....	Lee.....	Amboy
Kincaid, Nora.....	Douglas	Newman
Kindt, Florence Frances.....	Cook.....	Chicago
Kirk, Josephine.....	Macon.....	Decatur
Kleinau, Emma Adele.....	McLean.....	Bloomington
Kline, Ida May.....	McLean.....	Bloomington
Knierem, Hattie A.	Grundy	Morris
Knight, Althere C.....	Ford.....	Melvin
Knowles, Etta.....	McDonough.....	Macomb
Koch, Alice Katharine.....	Madison.....	Highland
Koch, Flora Marie.....	Morgan.....	Jacksonville
Koehler, Grace Lillie.....	McLean.....	Bloomington
Kraker, Anna.....	Woodford.....	Minonk
Krieger, Augusta May.....	Peoria.....	Peoria
Krigbaum, Helen C.....	Macon.....	Decatur
Kroell, Mina.....	Piatt.....	Mansfield
LaDow, Florence.....	Pike.....	Pleasant Hill
Laird, Ethel Lenora.....	Jo Daviess.....	Apple River
Lanoue, Clara Mena.....	Iroquois.....	Ashkum
Larison, Gertrude	McLean.....	Bloomington
Larson, Selma Olivia	Henry.....	Cambridge

<i>Names</i>	<i>County</i>	<i>Postoffice</i>	<i>Illinois</i>
Lasswell, Georgia Irene.....	McLean.....	Heyworth	State
Lawler, Clara Emma	Jersey.....	Nutwood	Normal
Lawless, Loretta M.....	Livingston.....	Chatsworth	University
Lawless, Margaret Anna.....	La Salle	Rutland	
Lease, Alice Claire.....	Adams	Plainville	
Leonard, Alice.....	Jo Daviess.....	Nora	
Lesley, Eva.....	Vermilion.....	Danville	
Leslie, Jessie Belle	Marshall.....	Varna	
LeSure, Blanche.....	Richland.....	Olney	
Lewis, Elizabeth J.....	Will.....	Peotone	
Lewis, Mollie Florence.....	Clinton.....	Centralia	
Lewis, Susie.....	Grundy.....	South Wilmington	
Lippert, Leona Amanda.....	St. Clair	Belleville	
Liston, Anna.....	Woodford.....	Minonk	
Litchfield, Ola Jane.....	Livingston.....	Flanagan	
Livesay, Ruby.....	Fulton.....	Avon	
Lloyd, Mrs. Clara Louisa.....	McLean	Bloomington	
Longlett, Lottie E.....	Adams	Adams	
Loomis, Marie	Cass.....	Chandlerville	
Lord, Maymie Mabel.....	McLean	Normal	
Lorenz, Lulu.....	Madison.....	Highland	
Love, Anna Guthrie.....	Fulton	Canton	
Lovett, Anna.....	Piatt.....	Lintner	
Lowry, Sarah Edith.....	Madison.....	Upper Alton	
Lucht, Alma Johanna.....	Cass	Ashland	
Luker, Pearl May.....	De Witt.....	Clinton	
Lumsden, Elizabeth Jemima.....	Piatt.....	Monticello	
Lutz, Mabelle Anna.....	McLean.....	Bloomington	
Lydigsen, Minnie.....	Livingston.....	Dwight	
Lyman, Evelina.....	Iroquois.....	Crescent City	
Lynch, Kathryn A.....	Jo Daviess.....	Stockton	
Lyons, Marcella.....	Livingston.....	Pontiac	
Lyons, Margaret J.....	Woodford.....	El Paso	
Mc Adams, Lulu H.....	Greene.....	Carrollton	
McAdams, Myrtle May.. ..	Greene.....	Carrollton	
McAllister, Ethel Fern.....	Peoria.....	Trivoli	
McBride, Mabel.....	Vermilion	Hoopeston	
McCall, Stella Josephine.....	Piatt.....	Mansfield	
McCleary, Helena M.....	Menard	Greenview	
McCormick, Annie Mildred.....	Menard.....	Greenview	
McCreight, Elizabeth M.....	Mercer.....	Aledo	
McDevitt, Minnie.....	Piatt.....	Monticello	
McDonald, Elizabeth May.....	Grundy.....	Gardner	
McDonald, Luella.....	Grundy	Gardner	
McDowell, Alma Blanche.....	Tazewell.....	Delavan	
McFarland, Grace E.	Piatt.....	Cerro Gordo	
McGinnis, Mary.....	Sangamon.....	Springfield	

<i>Number School Rollment</i>	<i>Names</i>	<i>County</i>	<i>Postoffice</i>
	McGrath, Alice Louise.....	Grundy	Morris
	McGuffie, Lizzie.....	Logan	Emden
	McInnis, Edna.....	Kane	Big Rock
	McMahon, Julia.....	Iroquois	Clifton
	McMahon, Sarah.....	Iroquois	Clifton
	McNaughton, Edna M.	Peoria	Hanna City
	McNemar, Lillie.....	Richland	Olney
	McReynolds, Bessie	McLean	Normal
	Mackey, M. May.....	Warren	Monmouth
	Macy, Frayda.....	McLean	Normal
	Macy, Mattie Mae.....	McLean	Normal
	Maher, Lillian E.....	Champaign	Champaign
	Maley, Lea.....	Henderson	Oquawka
	Maloney, Anna	LaSalle	LaSalle
	Mamer, Mary	Livingston	Odell
	Mann, Lydia E.....	Vermilion	Hoopeston
	Mann, Rosa.....	Perry	DuQuoin
	Mansfield, Esther J.....	McLean	Normal
	Markland, Eva Lorene.....	Logan	Armington
	Markley, Elsie Estella.....	Iroquois	Donovan
	Marlow, Cora.....	Richland	Olney
	Maroney, Nora.....	Schuyler	Rushville
	Marshall, Grace Ethel....	McLean	Heyworth
	Martin, Nellie Rebecca.....	Tazewell	Green Valley
	Marvine, Marie Grace.....	Logan	Lincoln
	Megowen, Sarah.....	Madison	Upper Alton
	Melvin, Mary Myrtle.....	Piatt	Cisco
	Mendenhall, Grace Olive....	Peoria	Princeton
	Meredith, Ina Valeria.....	Pike	Perry
	Merker, Minerva.....	Macon	Maroa
	Meyer, May.....	Marion	Centralia
	Michel, Mrs. Nellie.....	Christian	Pana
	Middleton, Frances Ida.....	Shelby	Lakewood
	Middleton, Millicent.....	Piatt	Cerro Gordo
	Miller, Lucille.....	Effingham	Effingham
	Miller, Margaret Lamye.....	Grundy	Coal City
	Mills, Cecile.....	Warren	Cameron
	Mitchell, Ora.....	Grundy	Bracerille
	Mize, Elizabeth Hattie.....	Macoupin	Piasa
	Monaghan, Maggie.....	Piatt	Bement
	Montgomery, Ethel	Logan	Atlanta
	Mooney, Susan Anne.....	Christian	Pana
	Moore, Barbara	McLean	Bloomington
	Moore, Christie.. ..	McLean	Bloomington
	Moore, Maymie H.	Adams	Quincy
	Moore, Neva White.....	De Witt	Farmer City
	Moore, Nina.....	Piatt	Bement

<i>Names</i>	<i>County</i>	<i>Postoffice</i>	<i>Illinois State Normal University</i>
Moran, Elizabeth	Livingston.....	Fairbury	
Morris, Bertha May.....	Menard	Greenview	
Morris, Martha Ann.....	Sangamon	Springfield	
Moses, Cleda Virginia	McLean.....	Bloomington	
Mouts, Grace Adella.....	Christian.....	Pana	
Murphy, Clara.....	Cass	Beardstown	
Murphy, Mary Ann.....	Logan.....	Elkhart	
Murray, Anna F.....	Iroquois.....	Cissna Park	
Murray, Eva Alice.....	Iroquois.....	Cissna Park	
Murray, Marselle.....	Vermilion	Hoopeston	
Musick, Cora Ava	Piatt.....	DeLand	
Meyers, Martha.....	Schuyler	Birmingham	
Neuhardt, Marie.....	Tazewell.....	Morton	
Nicholas, Ethel May.....	Richland.....	Olney	
Nickell, Maud Agnes	McLean.....	Glenavon	
Nickerson, Georgia Ella.....	McLean.....	Colfax	
Nixon, Arabella M.....	St. Clair.....	Marissa	
Noonan, Dena Margaret.....	Macon.....	Decatur	
Nordwall, Fena J.....	Knox.....	Abingdon	
Norman, Edith Emile.....	Will	Peotone	
Normille, Nellie.....	McLean.....	Bloomington	
Oathout, Lulu Ellen.....	Iroquois.....	Cissna Park	
O'Brien, Anastasia.....	Livingston.....	Emington	
O'Brien, Nellie Agnes.....	Livingston.....	Dwight	
O'Connor, Nellie.....	Fayette.....	Ramsey	
Ogle, Lucy.....	Woodford.....	Minonk	
O'Hern, Anna.....	Fulton.....	Vermont	
O'Hern, Mary.....	Fulton	Vermont	
Olivereau, Louise.....	(Wyoming).....	LeBonte	
Olson, Florence Armina.....	Piatt.....	Weldon	
O'Malley, Sidney.....	Livingston.....	Dwight	
Orton, Lois May.....	Fulton.....	Farmington	
Owdom, Eda Odesa.....	Greene	Patterson	
Oxley, Mary Delima.....	Marion.....	Centralia	
Parkhouse, Lowria.....	Woodford.....	Benson	
Parmele, Lillian Pearl.....	McLean.....	Normal	
Parmenter, Mary A.....	Knox.....	Knoxville	
Parr, Etta Adelia.....	Madison.....	Granite City	
Partlow, Bertha C.....	Christian	Pana	
Patterson, Bertha Alice.....	Mason.....	Bath	
Petterson, Bessie.....	LaSalle.....	Ottawa	
Patterson, Jessie Marie.....	McLean.....	Bloomington	
Paul, Katherine Frances	Mason.....	Forest City	
Pegram, Maud James.....	Logan	Lincoln	
Penn, Jenny Isabel.....	Grundy.....	Morris	
Perkins, L. I.....	Bureau.....	Princeton	
Perkins, Mattie.....	McLean.....	Bloomington	

<i>Summer School Enrollment</i>	<i>Names</i>	<i>County</i>	<i>Postoffice</i>
	Peterson, Agnes.....	Kankakee.....	Momence
	Peterson, Clara.....	Ford.....	Paxton
	Peterson, Ellen Elizabeth.....	McLean.....	Bloomington
✓	Petri, Elizabeth Rosa.....	Woodford.....	Minonk
	Phelps, Sarah Latimer.....	Peoria.....	Peoria
	Phillips, Isabel.....	Livingston.....	Pontiac
	Pickrell, Mollie.....	Menard.....	Petersburg
	Pierce, Mrs. Genevieve.....	McLean.....	Normal
	Pierson, Jennie May.....	Stark.....	Toulon
	Platt, Bessie Myrtle.....	McLean.....	Bloomington
	Porter, Eunice.....	McLean.....	Hudson
	Potts, Irene May.....	McLean.....	Bloomington
	Powell, Bessie.....	Greene.....	Carrollton
	Powell, Grace Amelia.....	Marshall.....	Sparland
	Powers, Nellie.....	Ford.....	Proctor
	Powley, Margaret Zee.....	Vermilion.....	Hoopeston
	Preuss, Minnie.....	LaSalle.....	Utica
	Price, Avis Maude.....	Tazewell.....	Washington
	Price, Carolyne Charity.....	Tazewell.....	Washington
	Price, Sybil.....	Fulton.....	London Mills
	Primm, Gertrude O.....	Logan.....	Lincoln
	Pullin, Frances Maude.....	McLean.....	Colfax
	Pumphrey, Mary Etta.....	McLean.....	Bloomington
	Pyle, Laura Lee.....	Mason.....	Havana
	Railsback, Leta Marie.....	McLean.....	Normal
	Raisbeck, Elizabeth.....	McLean.....	Bloomington
	Raisbeck, Elizabeth.....	McLean.....	Bloomington
	Raisbeck, Lela Bemis.....	McLean.....	Bloomington
	Ramsey, Dora.....	Livingston.....	Strawn
	Ramsey, Jessie Carroll.....	Marshall.....	Lacon
	Reese, Bessie.....	Grundy.....	Braceville
	Reese, Ethel.....	Grundy.....	Braceville
	Remmers, Augusta W.....	Woodford.....	El Paso
	Rice, Pearl.....	Knox.....	Victoria
	Richardson, Effie May.....	Iroquois.....	Donovan
	Richardson, Ruby F.....	Iroquois.....	Donovan
	Rickart, Mary.....	Greene.....	White Hall
	Ridgley, Mabel.....	(Oregon).....	Vale
	Ridgway, Rachel R.....	Grundy.....	Morris
	Rigg, Carrie Augusta.....	Christian.....	Edinburg
	Rimley, Clara May.....	Morgan.....	Murrayville
	Rittenhouse, Madeleine.....	Vermilion.....	Sidell
	Roach, Kathleen.....	Macon.....	Macon
	Roach, Mary Margaret.....	McLean.....	Danvers
	Roach, Ruby Gertrude.....	Sangamon.....	Pawnee
	Roberts, Lois Madeline.....	Macon.....	Decatur
	Robertson, Isa Helen.....	Adams.....	Quincy

<i>Names</i>	<i>County</i>	<i>Postoffice</i>	<i>Illinois</i>
Roggy, Elizabeth.....	McLean.....	Bloomington	State
Rohrbach, Marietta.....	Ford.....	Piper City	Normal
Ropp, Esther Amelia.....	Ford.....	Gibson City	University
Rosenberry, Ethel.....	McLean.....	Normal	
Ross, Mabel K.....	Cass.....	Virginia	
Rouse, Cassie Cash.....	McLean.....	Normal	
Rouse, Helen Marion.....	McLean.....	Normal	
Rouse, Jessie Leverne.....	Peoria.....	Glasford	
Roush, Florence Ruby.....	De Witt.....	Waynesville	
Rowlands, Mary C.....	McLean.....	Lexington	
Russell, Jane Martin.....	Morgan.....	Woodson	
Russell, Ruth Leora.....	Warren.....	Roseville	
Russell, Susan Wilson.....	Morgan.....	Woodson	
Russell, Virginia Esther.....	De Witt.....	Farmer City	
Salmon, Margaret.....	McLean.....	Bloomington	
Samuell, Lucy E.....	Mason.....	Easton	
Sandquist, Frances V.....	Knox.....	Victoria	
Saunders, Ruth Hope.....	Pike.....	Pittsfield	
Sauidge, Lela Opal.....	Crawford.....	Eaton	
Schaefer, Margaret.....	McLean.....	Bloomington	
Schaefer, Theresa Emma.....	LaSalle.....	Rutland	
Schaeffer, Lillian E.....	McLean.....	Normal	
Schiffbauer, Gretchen.....	Woodford.....	Benson	
Schleich, Effie T.....	Woodford.....	Washburn	
Schofield, Annie O.....	Woodford.....	El Paso	
Schram, Josephine.....	Cook.....	Chicago	
Schudel, Emma Evelyn.....	Macon.....	Macon	
Schwer, Marie Elizabeth.....	Cass.....	Arenzville	
Schwietzka, Anna.....	Christian.....	Pana	
Scott, Anna May.....	Moultrie.....	Bethany	
Scott, Eleanor.....	Marshall.....	LaRcse	
Scott, Murray.....	Will.....	Braidwood	
Searl, Bertha Joy..	Peoria.....	Princeville	
Secrist, Mina... ..	Piatt.....	Monticello	
Seed, Essie May.....	Lawrence.....	Brideport	
Seeley, Esther Beulah.....	McLean.....	Normal	
Seeley, Sadie Adella....	Peoria.....	Chillicothe	
Seyffardt, Alyda.....	Jersey.....	Jerseyville	
Shaffer, Anna Susanna.....	Adams.....	Quincy	
Sharples, Dakota.....	McLean.....	Bloomington	
Sharples, Goldie Imon....	McLean.....	Bloomington	
Sheldon, Phebe Hathaway.....	Iroquois.....	Loda	
Shobe, Dollie F.....	McLean.....	Colfax	
Showalter, Lillian.....	Grundy.....	Gardner	
Shuey, Ulta Faustina.....	Sangamon.....	Springfield	
Sido, Louise.....	Madison.....	Wanda	
Sidwell, Bertha Ardella.....	Pike.....	Nebo	

<i>Enrollment Summer School</i>	<i>Names</i>	<i>County</i>	<i>Postoffice</i>
	Siententop, Floy Fern.....	LaSalle.....	Ransom
	Silvey, Iva Gertrude.....	McLean.....	Hudson
	Simon, Lola Agnes.....	Logan.....	Latham
	Simpson, Ruth Virginia.....	McLean.....	Le Roy
	Skinner, Blanche Alberta.....	McLean.....	Normal
	Skinner, Edna Mae.....	McLean.....	Normal
	Small, Nora Ethel.....	Christian.....	Pana
	Smith, Ethel Louise.....	Tazewell.....	Pekin
	Smith, Harriet Grace.....	Tazewell.....	Minier
	Smith, Ora M.....	Moultrie.....	Lovington
	Smith, Sylvia Edna.....	De Witt.....	Midland City
	Smith, Tressa Estelle	De Witt.....	Midland City
	Snyder, Jesse Estella	Iroquois.....	Loda
	Somers, Bridgie Emma.....	McLean.....	Bloomington
	Sowa, Minnie.....	Tazewell.....	Delavan
	Spawr, Minnie L.....	Woodford.....	El Paso
	Spencer, Eva Grant.....	Henry.....	Galva
	Spring, Alma Minnie.....	Peoria.....	Peoria
	Springer, Margaret.....	Pike.....	Griggsville
	Sproull, Bessie Edith.....	Grundy.....	Mazon
	Stalder, Carrie M.....	Madison.....	Upper Alton
	Staley, Wynters M.....	McLean.....	Le Roy
	Stanton, Ione Missouri.....	Pike.....	Pittsfield
	Stare, Bessie.....	Piatt.....	Cerro Gordo
	Staubus, M E.....	McLean.....	Bloomington
	Stephens, Ethel Gertrude.	Jackson.....	Murphysboro
	Stephenson, Grace.....	Macon.....	Decatur
	Stewart, Agnes Laura.....	Grundy.....	Carbon Hill
	Stille, Lillie.....	Madison.....	Granite City
	Stocker, Clara.....	Madison.....	Highland
	Stoll, Nettie Maurine	Logan.....	Lincoln
	Stone, Olive Lozura.....	Macoupin.....	Carlinville
	Stout, Jennie Katherine.....	Cook.....	Englewood
	Straesser, Grace Anna.....	Peoria.....	Peoria
	Strickland, Alice.....	Grundy.....	Diamond
	Strauss, Edna Henrietta.....	Peoria.....	Peoria
	Stubbs, Rosa Vivena.....	McLean.....	Danvers
	Stuckey, Mrs. Blanche Sager.....	McLean.....	Normal
	Suennicht, Lizzie E.....	St. Clair.....	Freeburg
	Sullivan, Teresa Marcella.....	McLean.....	Bloomington
	Swaim, Bertha.....	McLean.....	Bloomington
	Swatsley, Minnie Adeline.. ..	Woodford.....	El Paso
	Swayze, Sarah.....	Christian.....	Pana
	Swisher, Grace Anna.....	Piatt.....	DeLand
	Taylor, Grace Viola.....	Iroquois.....	Ashkum
	Temple, Myra.....	Richland.....	Olney
	Thomas Milda May.....	Bureau.....	Sheffield

<i>Names</i>	<i>County</i>	<i>Postoffice</i>	<i>Illinois</i>
Thomas, Winifred.....	Mason.....	Havana	State
Thompson, Florence Eleonora.....	McLean.....	Bloomington	Normal
Thompson, Florence L.....	Adams.....	Payson	University
Tobin, Katie Elizabeth.....	Bureau.....	Sheffield	
Tobin, Mary Blanche.....	Bureau.....	Sheffield	
Tompkins, Carrie.....	McLean.....	Downs	
Trigger, Estella Mabel.....	Iroquois.....	Loda	
Triplett, Margaret.....	Pike.....	Perry	
Trone, Emma ..	McDonough.....	Macomb	
Tucker, Lilly Mabel.....	Knox.....	Williamsfield	
Tuttle, Orena Alma.....	Peoria.....	Brimfield	
Vance, Ola	Fulton.....	Astoria	
Vanderpoorter, Harriet.....	Iroquois.....	Martinton	
Van Note, Nellie Blanche.....	Piatt.....	Mansfield	
Varnum, Gladys.....	Madison.....	Granite City	
Vautrin, Minnie.....	Woodford.....	Secor	
Veerman, Sarah Elizabeth.....	Peoria.....	Peoria	
Voris, Maude.....	Shelby.....	Stewardson	
Wabel, Blanche E.....	Marshall	Sparland	
Waggoner, Lulu.....	Madison.....	Granite City	
Waldorf, Lucy.....	La Salle.....	Peru	
Walkerly, Ellen D.....	McLean.....	Gridley	
Ward, Mary Myrtle.....	Scott.....	Glasgow	
Wasson, Frances Ellen.....	Edgar	Chrisman	
Watkins, Nelle Irene.....	Tazewell.....	Delavan	
Watson, Phoebe Juliet.....	McDonough.....	Blandinsville	
Webb, Mrs. Mattie.....	Macon.....	Decatur	
Webster, Nellie Grace.....	Iroquois.....	Woodland	
Weed, Ethel Lois	Warren.....	Monmouth	
Weinberg, Toinette.....	Perry.....	Du Quoin	
Weir, Lora Agnes.....	Will.....	Joliet	
Weld, Lucretia Irene.....	Sangamon.....	Springfield	
Wells, Mrs. Freda Esther.....	Piatt.....	Pierson	
Wells, Olive Lura... ..	Scott.....	Winchester	
Welsh, Ella Mayme.....	Adams.....	Liberty	
Welsh, Loretta Anna.....	Adams.....	Liberty	
Welly, Edith Mabel.....	Piatt.....	Cerro Gordo	
Werries, Jette Johanna.....	Morgan.....	Bluffs	
Wescott, Florence.....	Peoria.....	Challicothe	
West, Emma Mary.....	Jersey.....	Jerseyville	
Wheelhouse, Myrtle.....	Schuyler.....	Rushville	
Wheelock, Florence Elsie.....	Pike.....	Seehorn	
Whitaker, Lousina.....	Logan.....	Beason	
White, Clara.....	Kankakee.....	Essex	
White, Kate.....	Kankakee.....	Essex	
White, Lola.....	McLean... ..	Bloomington	
Whiteford, Winnifred.....	Cass.....	Beardstown	

<i>Summer School Enrollment</i>	<i>Names</i>	<i>County</i>	<i>Postoffice</i>
	Whitley, Sarah Barbara.....	Will.....	Lockport
	Whitwood, May.....	McLean.....	Bloomington
	Wilcox, Elizabeth Clare.....	Iroquois.....	Thaurville
	Wilkey, Clara Josephine.....	Peoria.....	Chillicothe
	Willard, Emma Catherine.....	Mason.....	Topeka
	Willard, Shirley.....	Stark.....	Speer
	Williams, Annie G.	McLean.....	Lexington
	Williams, Lulu... ..	Livingston.....	Pontiac
	Wilson, Elizabeth Frances.....	Fulton....	London Mills
	Wilson, Sylvia.....	McDonough.....	Colchester
	Wolever, Selma Amelia.....	Stephenson.....	Rock City
	Woods, Jennie May ..	La Salle.....	Streator
	Woodward, Edna May.....	Warren.....	Roseville
	Wooley, Emily.....	McLean.....	Saybrook
	Work, Gertrude.. ..	Schuyler.....	Rushville
	Worley, Mary Christine.....	McLean.....	Normal
	Wurtz, Mary.....	Jersey.....	Jerseyville
	Yale, Edith Edna....	Tazewell... ..	Washington
	Yarcho, Nelle Frances.	Logan.....	Lincoln
	Young, Alieda.....	De Witt.....	Clinton
	Young, Wilma Leone.....	Greene.....	Carrollton
	Younggreen, Alice.....	Ford.....	Paxton
	Zeigler, Myrtle... ..	Menard... ..	Petersburg
	Zimmerman, Jessie W.....	McLean.....	Saybrook
	Zubrod, Norma Marjorie....	La Salle.....	Peru
	Albright, Harry Arthur.....	Kankakee.....	Waldron
	Anderson, Harrison Monroe..	Peoria.....	Chillicothe
	Anderson, Thomas.....	Knox.....	Rio
	Appel, George Conrad.....	Carroll.....	Mt. Sterling
	Arnett, John Pascel.....	Macoupin.....	Enos
	Augspurger, Edmund Milo.....	Ford.....	Sibley
	Bailey, Collin French.....	Richland.....	Parkersburg
	Barr, Oren Augustus.....	Marion.....	Odin
	Bäuman, Charles Page	Richland.. ..	Olney
	Black, Raymond Edgar.....	Ford... ..	Melvin
	Bliss, Emory.....	McLean.....	Towanda
	Blue, Charles... ..	Macoupin.....	Hagaman
	Bracewell, Frank Ferre.....	Greene.....	Roodhouse
	Breuer, Erich Frank John....	Adams.....	Quincy
	Brigham, William.....	McLean.....	Bloomington
	Brittin, Charles Henry.....	Sangamon.....	Cantrall
	Brock, Ralston, Monroe.....	McLean.....	Normal
	Buck, Walter Elmer.....	Cass.....	Beardstown
	Burroughs, S. D.	Crawford.....	Oblong
	Burrows J. Austin.....	McLean.....	Bloomington
	Burt, Millard Francis.....	Sangamon.....	Glenarm
	Bushee, Ralph Waldo.....	Piatt.....	White Heath

<i>Names</i>	<i>County</i>	<i>Postoffice</i>	<i>Illinois</i>
Butler, Levi Martin.....	LaSalle.....	Streator	State
Buzzard, Guy Ashton.....	McLean.....	Bloomington	Normal
Cade, George Newton.....	Greene.....	Roodhouse	University
Cain Calvin L.....	Schuyler.....	Huntsville	
Carr, Rue W.....	Tazewell.....	Armington	
Carver, Francis.....	Menard.....	Petersburg	
Chapman, Fred John.....	McLean.....	Saybrook	
Chapman, Walter W.....	McLean.....	Saybrook	
Church, Osmon Charles.....	St. Clair.....	Belleville	
Churchman, Grover Cleveland.....	Calhoun.....	Michael	
Cluskey, George Walter.....	Peoria.....	Brimfield	
Colton, James Zearing.....	McLean.....	Normal	
Colvin, Albert.....	McLean.....	Normal	
Condon, Osmond James.....	McLean.....	Bloomington	
Corbet, Howard Harden.....	Peoria.....	Princeville	
Coss, Samuel.....	McLean.....	Bloomington	
Costello, Thomas J.....	Macoupin.....	Reader	
Couch, Edward B.....	Peoria.....	Hanna City	
Cox, Fred Herbert.....	McLean.....	Hudson	
Crandall, Eddie Robert.....	Schuyler.....	Huntsville	
Crandall, Vivian Cecil.....	Schuyler.....	Huntsville	
Crist, Jay.....	McLean.....	Normal	
Damman, Frank.....	Woodford.....	Secor	
Danneberger, Charles Oliver.....	Shelby.....	Shelbyville	
Dick, Harry.....	McLean.....	Bloomington	
Dickey, Everette Lawrence.....	Mason.....	Decatur	
Diddle, J. Horace.....	McLean.....	Normal	
Dingledine, Ira Wilbur.....	McLean.....	Normal	
Dixon, Herbert.....	McLean.....	Normal	
Douglass, Emmett Joe Earl.....	McLean.....	Lexington	
Easterday, Joe Earl.....	Fayette.....	Vandalia	
Eaton, William Benjamin.....	McLean.....	Normal	
Espey, Franklin Stephens.....	McLean.....	Colfax	
Ernst, Adolf.....	Piatt.....	Bement	
Factor, Peter Lawrence.....	Brown.....	Mt. Sterling	
Findley, Delbert Lee.....	Richland.....	Parkerburg	
Fix, Frederick Walter.....	St. Clair.....	Summerfield	
Fitzgerrell, Guy Willis.....	McLean.....	Normal	
Flood, Charles Francis.....	Christian.....	Morrisonville	
Folkers, Richard.....	Woodford.....	Benson	
Fox, Charles Vilasco.....	McDonough.....	Macomb	
Freeland Harvey LeRoy.....	McLean.....	Normal	
Fritz, William Hugh.....	Knox.....	Rio	
Fuller, Lucian K.....	McLean.....	Normal	
Garst, Cassius Arlough.....	McLean.....	Stanford	
Gash, Charles Milburn.....	McDonough.....	Macomb	
Geitner, Charles Elbert.....	Peoria.....	Princeville	

<i>Summer School Enrollment</i>	<i>Names</i>	<i>County</i>	<i>Postoffice</i>
	Gingerich, Elmer George.....	McLean.....	Normal
	Glaeser, John Henry.	Adams.....	Camp Point
	Goddard, Asa Paul.....	McLean.....	Lexington
	Godfrey, Floyd Doane.....	McLean.....	Bloomington
	Gooding, Charles.....	McLean.....	Weedman
	Gray, Francis Stewart.....	Macon.....	Blue Mound
	Greife, Adolph William.....	Pike.....	Pittsfield
	Griggs, Gresham.....	McLean.....	Normal
	Hall, Arthur Coleman.....	McLean.....	Heyworth
	Hannon, Daniel.....	Henry.....	Geneseo
	Harkness, Rea Edward.....	Henry.....	Kewanee
	Hellyer, Perry Henry.....	Fulton.....	Smithfield
	Henderson, Summer.....	Hamilton.....	McLeansboro
	Hershey, Claude Earl.....	Montgomery.....	Oconee
	Hollis, Park Thomas.....	Menard.....	Petersburg
	Howard, Sammuel.....	Peoria.....	Hanna City
	Hudelson, Robert.....	Pike.....	Chambersburg
	Humer, Jacob Montgomery.....	Sangamon.....	Springfield
	Hunt, Jacob.....	Logan.....	Atlanta
	Huxtable, Harold S.....	Woodford.....	Roanake
	Johnson, Everett.....	De Witt.....	Farmer City
	Johnston, Paul Evangel.....	Morgan.....	Jacksonville
	Keene, Fred Daniel.....	Fayette.....	Farina
	Keener, Oro.....	McDonough.....	Macomb
	Keith, Norman.....	Pike.....	Perry
	Kimmell, Ralph Raymond.....	Lawrence.....	Summer
	Kindig, Charles Omer.....	Woodford.....	Secor
	Klemm, Julius.....	McLean.....	Bloomington
	Kuechler, Charles Edward.....	Schuyler.....	Rushville
	Lasswell Arthur Chester.....	Peoria.....	Peoria
	Laughlin, Roy Ernest.....	Lawrence.....	Bridgeport
	Lemarr, Samuel Ernest.....	Macoupin.....	Palmyra
	Leonard, Harvey Kelso.....	Macon.....	Decatur
	Loehr, William Michael.....	McLean.....	Normal
	McAtee, Richard Hiram.....	Piatt.....	Cisco
	McCcollom, James Arthur.....	Fayette.....	St. Elmo
	McCormick, Clinton Clarion.....	Fayette.....	Brownstown
	McCue, Thomas Edward.....	Sangamon.....	Williamsville
	McDowell, Samuel Kline.....	McLean.....	LeRoy
	McKean, Herbert Allan.....	Morgan.....	Woodson
	McKean, Leonard Albert.....	Morgan.....	Woodson
	McLemore, William Dennis.....	Mason.....	Mason City
	McLeod, John.....	De Witt.....	Waynesville
	McCullen, Arthur Roy.....	Adams.....	Mendon
	McWherter, George Watt.....	McLean.....	Normal
	McWherter, Paul Kester.....	McLean.....	Normal
	Marley Joseph Alexander.....	St. Clair.....	Belleville

<i>Names</i>	<i>County</i>	<i>Postoffice</i>	<i>Illinois</i>
Marshall, Fred Lewis	McLean.....	Normal	State
Mayo, William Emera.....	Edgar.....	Isabel	Normal
Miller, Alonzo.....	Woodford.....	Eureka	University
Millican, Albert A.....	Marion.....	Iuka	
Moore, Andrew Jackson	Woodford	Carlock	
Murphy, William Claude.....	McLean.....	Stanford	
Nicdao, Miguel.....	Pampanga, P. I.	San Fernando	
Odenweller, Arthur Loenard.....	Schuyler.....	Frederick	
Oliver, William.....	Madison.....	East Alton	
Ong, Ira M.....	LaSalle.....	Peru	
Paine, Harry Allen.....	Tazewell.....	Hopedale	
Patterson, Charles Edward.....	Winnebago.....	Rockford	
Perkins, Lintner Park.....	Douglas.....	Camargo	
Powers, Elmer Walter.....	McLean.....	Bloomington	
Powers, Samuel Ralph.....	Menard.....	Petersburg	
Purcell, Clyde.....	Logan.....	Lincoln	
Rankin, Chester Allan.....	Piatt.....	White Heath	
Reed, Ernest Harry.....	Woodford.....	Secor	
Reinhart, Otto Edwin.....	St. Clair.....	Freeburg	
Reu, Fritz Johannes.....	Hancock.....	Basco	
Reynolds, Galveston.....	Jefferson	Waltonville	
Reynolds, Ora Edgar	Ford.....	Guthrie	
Rice, James Edward.....	Menard.....	Greenview	
Richbark, Stephen Douglas.....	Piatt.....	White Heath	
Rider, Otto D.....	McLean.....	Arrowsmith	
Ringeisen, Luther Calvin.....	McLean.....	Normal	
Robinson, Roy Alma.....	Christian	Stonington	
Rodecker, Carl.....	Fayette.....	Vandalia	
Rogers, J. W.....	Kankakee.....	Kankakee	
Ruffer, William.....	De Witt.....	Waynesville	
Ruhmann, Oliver.....	St. Clair.....	Belleville	
Savoie, Archie E	Scott.....	Naples	
Schlosser, David Werts.....	Livingston.....	Pontiac	
Scott, Winfield.....	Pope.....	Allens Spring	
Seales, Charles Franklin.....	Sangamon.....	Auburn	
Sherman, Earle.....	Iroquois.....	Donovan	
Sill, Elmer George.....	McLean.....	Normal	
Skeffington, James M.....	Bureau.....	Arlington	
Smith, Albert William.....	Morgan.....	Arenzville	
Smith, Grover Cleveland.....	Morgan.....	Concord	
Smith, James Henry.....	Pike.....	Perry	
Smith, J. N.....	Piatt.....	La Place	
Smith, Paul McCorkle.....	McLean.....	Normal	
Smith, Reuel.....	Morgan.....	Concord	
Smithson, Prince Everett.....	Scott.....	Winchester	
Snapp, Franklin Jacob.....	Lee.....	Paw Paw	
Spencer, Dwight Henry.....	McLean.....	Bloomington	

<i>Summer School Enrollment</i>	<i>Names</i>	<i>County</i>	<i>Postoffice</i>
	Spencer, Edwin Rollon.....	Schuyler.....	Rushville
	Stambaugh, Ralph C.....	Fulton.....	Astoria
	Staker, Moses.....	Tazewell.....	Groveland
	Stansbury, Leslie.....	McLean.....	Normal
	Stevens, Earl Grover.....	Morgan.....	Murrayville
	Stice, Henry Sylvester.....	Montgomery....	Litchfield
	Strait, Foster.....	Greene.....	Roodhouse
	Stuckey, Leo.....	McLean..	Normal
	Suift, Charles Walter.....	Marshall.....	Sparland
	Sullivan, William Patrick.....	Edgar.....	Hume
	Summy, George C.....	Brown.....	Mt. Sterling
	Susdorf, Bert.....	Champaign.....	Rantoul
	Tucker, Will.....	Henry....	Kewanee
	Tulpin, Charles Albert.....	Montgomery.....	Harvel
	Van Arsdall, Elmer.....	Richland.....	Parkersburg
	Vance, Amos Milton.....	Logan.....	Lincoln
	Vance, Arthur.....	Logan.....	Lincoln
	Welker, Harris L.....	Douglas.....	Murdock
	Welsh, Michael C.....	Knox.....	Williamsfield
	Whisnant, Boyd Ernest.....	Marion.....	Kimmundy
	Wiekert, John Valentine.....	Logan.....	Emden
	Wierman, Harry Wilson.....	Putnam.....	McNabb
	Wiles, Willard Brooks..	Marshall.....	Specr
	Wilson, Alvy Moulton.....	Fayette.....	Beardstown
	Wilson, Isaac.....	Sangamon.....	Auburn
	Wise, Burt Oran.....	Shelby..	Moweaqua
	Wright, Jay J.....	McLean..	Bloomington

SUMMARY OF ATTENDANCE

Graduates	68	
Two-year course, second year	50	
Two-year course, first year.....	42	92
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Three-year course, third year.....	26	
Three-year course, second year.....	36	
Three-year course, first year.....	58	120
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Four-year course, fourth year.....	7	
Four-year course, third year.....	19	
Four-year course, second year.....	36	
Four-year course, first year.....	116	178
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Special students.....	5	
Academic students paying tuition.....	31	494
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Summer school, first term.....	908	
Summer school, second term.....	214	
Attending both summer terms.....	122	
Different students in summer session.....	1000	
Attending regular terms and summer session.....	180	
Summer students not attending regular terms.....	820	
Total enrollment in Normal Department.....		1314
Model school pupils.....	437	
Kindergarten pupils.....	48	485
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Grand total of students and pupils belonging to the Illinois State Normal University		1799

SUMMARY OF ATTENDANCE BY COUNTIES IN NORMAL
DEPARTMENT

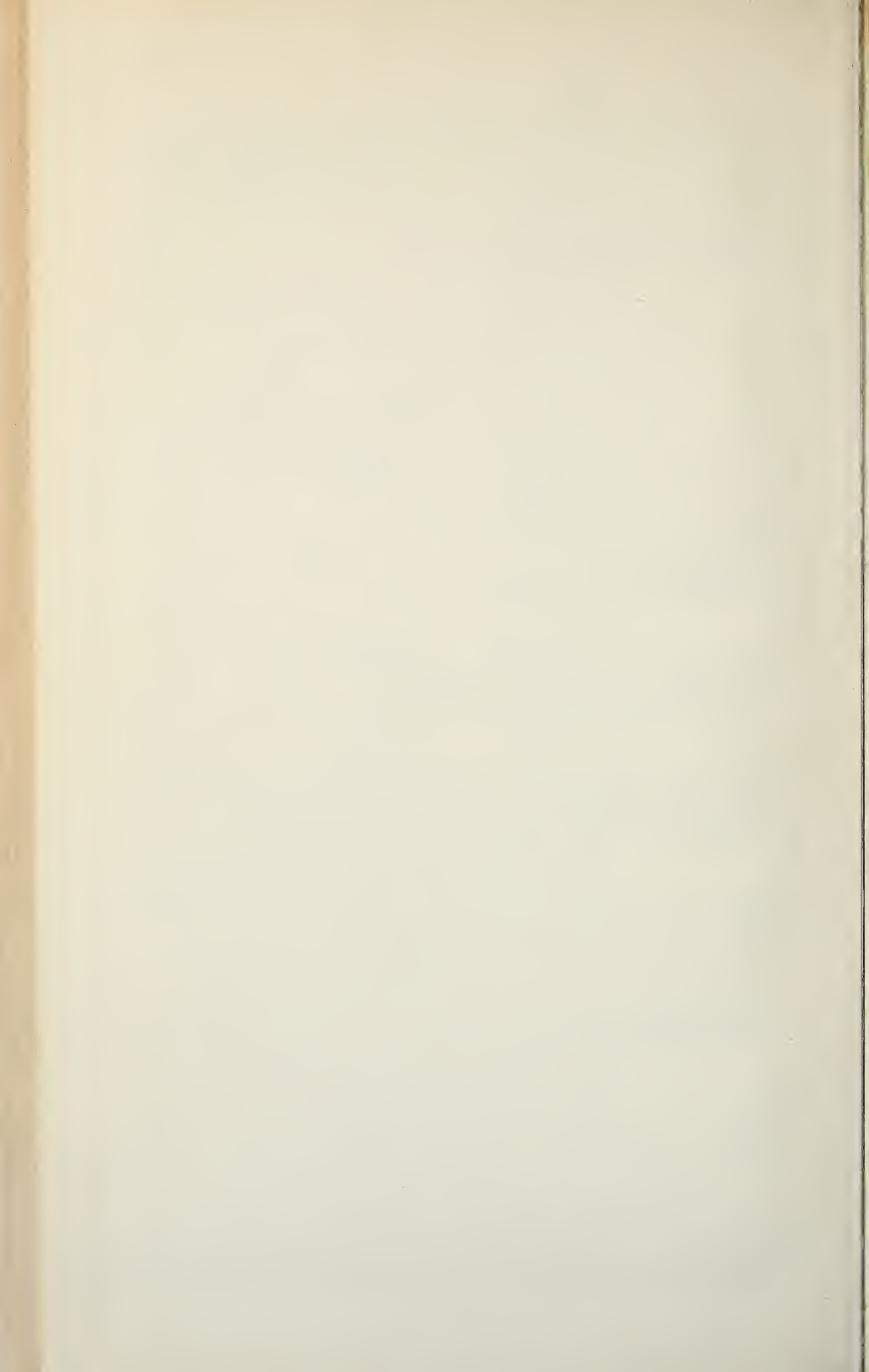
Adams.....	26	Henderson.....	3	Morgan.....	22
Brown.....	7	Henry.....	10	Moultrie	5
Bureau.....	19	Iroquois.....	31	Peoria.....	54
Calhoun.....	1	Jackson.....	1	Perry.....	3
Carroll.....	1	Jefferson.....	4	Piatt	52
Cass.....	16	Jersey.....	6	Pike.....	31
Champaign.....	10	JoDavieess.....	4	Pope.....	1
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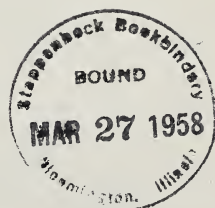
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